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ABSTRACT

This resource book provides materials and methods for a model Entrepreneurship Training Center (ETC) school-to-work program for rural out-of-school adults. Introductory materials include learning goals within ETC's four curriculum areas, instructional methods, and introduction to key concepts. The remainder of the book is divided into four sections corresponding to ETC's curriculum areas. Each section begins with an overview of the area. The area is divided into a number of categories, each of which consists of key concepts. For each key concept, these materials may be provided: readings, information, and activities. The work force readiness area addresses the following key concepts: job readiness, career awareness and exploration, career planning, obtaining employment, skills employers look for, basic skills as they relate to the workplace, and job performance and promotion. The entrepreneurship area's key concepts are as follows: the entrepreneur personality type, small business, starting a business, types of business ownership, business plan, marketing plan, production or service processes plan, management plan, financial plan, and business law. The lifelong learning area consists of these key concepts: views on lifelong learning, knowledge span, study skills, memory skills, educational trends, and postsecondary and training opportunities. The technology in the workplace area has only one concept: computer software to format a resume. Additional resources include names of organizational resources and the Pennsylvania Small Business Operations and Resources Guide. (YLB)

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ED 402 491

The Entrepreneurial Training Center (ETC):

A School-To-Work Transition Model

Adapted for Out-of-School Adult Learners

ETC

Methods and Materials

Resource Book

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Entrepreneurial Training Center
Methods and Materials

The Entrepreneurial Training Center (ETC), a model school-to-work program for rural out-of-school adults, was funded by a 1995-96 Section 353 Special Demonstration Project grant through the Pennsylvania Department of Education. School-to work programs characteristically focus on employability skills and prepare learners to enter the local work force. However, rural regions typically offer limited employment opportunities. Consequently, rural school-to-work programs often prepare learners for employment outside the local area. Promoting outward migration has dire consequences. Rural residents often wish to remain living in the area in which they grew up and have family and friends; career development opportunities that require relocating hold little attraction for those who do not wish to leave. In terms of local employment opportunities, relocating a trained work force perpetuates a no-growth economy; attracting and establishing new business and industry require a local work force prepared with the basic skills necessary for job training and productive employment.

ETC was developed on a foundation of recognized principles of successful school-to-work programs although it focuses on the work force development needs of rural out-of-school adults. ETC integrates an introduction to entrepreneurship into the school-to-work curriculum. Employability skills are not unlike entrepreneurial skills. The same basic skills are required to obtain employment as are needed to establish a small business; the skills necessary to successfully present oneself to a potential employer are the same skills necessary to successfully market oneself as an entrepreneur.

Entrepreneurship training offers adults new and expanded career opportunities. Personal interests, work experience, and existing skills can be developed into small business ventures, creating new employment opportunities not only for the entrepreneur but also for the local work force. Entrepreneurs who fail, and less than half of all small businesses do become successful ventures, usually do so because they lack the knowledge and skills needed to plan and develop a successful business plan. ETC prepares learners with the background information they need to research the soundness of their idea and seek the advice of the appropriate experts. ETC encourages learners to pursue further education and training in business-related areas as it is not intended to be an in-depth course in business planning, development, and management.

ETC Curriculum

The ETC course typically involved three evenings a week; one night devoted to a workshop addressing an employability or entrepreneurship skill; a second night featuring a guest speaker presentation; and a third night of hands-on computer training in word processing, data bases, and spreadsheets.

The ETC curriculum combined employability skills with an introduction to entrepreneurship. Skill areas were presented in relation to both employment and entrepreneurship.

Employability Skills	Entrepreneurship Skills
Career Awareness	Small Business Awareness
Career Exploration	Business Venture Exploration
• research career opportunities.	• research business opportunities.
Skills Needed to Obtain a Job	Skills Needed to Start a Business
• job search.	• marketing analysis.
• writing a resume.	• writing a business plan.
• job interviews.	• interviewing employees.
Skills Needed to Maintain a Job	Skills Needed to Manage a Business
• interpersonal skills with co-workers and management.	• interpersonal skills with employees and customers.
Skills Needed to Advance in a Job	Skills Needed for a Successful Business
• basic reading, writing, and computation skills.	• basic reading, writing, and computation skills.
• critical thinking skills.	• critical thinking skills.
• willingness and ability to train and retrain; ability to adapt.	• willingness and ability to train and retrain; ability to adapt.
Lifelong Learning	Lifelong Learning
Technology Skills	Technology Skills

ETC Workshop Format

Workshops were learner-centered and were typically presented in the following format.

- The topic was introduced, often using overheads to briefly outline the main ideas.
- To actively engage them in the topic, learners were asked to respond to several general questions about their own related experiences or initial impressions of the topic.
- An activity was conducted to illustrate or demonstrate an aspect of the topic.
- Activities typically involved small group work, followed by a reporting to the larger group and general group discussion. Learners were encouraged to draw relevant conclusions regarding the meaningfulness of the activity.
- Additional information was presented, often in the form of handouts.
- A general discussion summarized the main ideas, reviewed past topics, identified how the newly acquired information fit into the larger context, and set the stage for the upcoming workshop topic.
- Guest speakers were invited to present personal experiences or expert information related to each topic. Speaker presentations tended to be highly interactive.

The following methods and materials are only the skeleton of the ETC curriculum. They provide a starting point for a learner-centered approach to work force development and support adult learning principles.

Entrepreneurial Training Curriculum (ETC)
ETC Curriculum and Learning Goals

ETC Curriculum Areas

- Work Force Readiness
- Entrepreneurship
- Lifelong Learning
- Technology in the Workplace

Work Force Readiness: General Learning Goals

1. To assess career-related personal interests, aptitudes, and experience.
2. To set personal, education, and career goals.
3. To develop an employability portfolio.
4. To gain awareness of different types of jobs and job domains.
5. To research local labor market information.
6. To identify businesses, industries, and occupations that are growing and hiring.
7. To develop a job search strategy.
8. To develop resume-writing and job interviewing skills.
9. To become aware of the types of skills employers are looking for.
10. To develop employment values that promote high quality job performance and job promotion.

Entrepreneurship: General Learning Goals

1. To examine the successful entrepreneur personality type.
2. To explore the potential of small business.
3. To become aware of what starting a business involves.
4. To identify the benefits of different types of business ownership.
5. To understand the purpose of developing a business plan.
6. To develop a business plan as an introduction to marketing, production and service processes, management, business finance, and business law.

Lifelong Learning Goals

1. To recognize the importance and value of continuing education as it relates to employment.
2. To identify education and training needs of specific occupations or careers.

3. To explore education and training opportunities as they relate to job preparation and job-specific training.

Technology in the Workplace Goals

1. To understand the expanding role of technology in the workplace.
2. To recognize word processing and a working knowledge of data bases and spreadsheets as basic employment skills.
3. To develop basic computer skills through hands-on instruction.
4. To practice entrepreneurial skills through computer simulations.

Instructional Methods

The ETC course is learner-centered and follows adult learning principles.

- The curriculum is adaptable to learner needs and interests.
- Information was presented in a variety of formats allowing for the varied learning styles, needs, and rates of learners.
- Information was presented in a context that was relevant to the needs and interests of the group.
- Class sessions were designed to be highly interactive and involve learners in individual and group discussion and group activities.
- Cooperative learning and teambuilding were promoted through group work inside and outside of class.
- Learners were encouraged to apply information to their own needs and interests.
- Learners were encouraged to pursue areas of interest and were provided with assistance in identifying, locating, and accessing relevant information.
- Guest speakers provided learners with real life examples and mentoring.
- Work experience provided real life application of newly acquired knowledge and skills.
- Business simulations (computer) provided learners with an opportunity to test and practice skills.
- Hands-on computer training provided learners with an opportunity to learn basic computer word processing and acquire a working knowledge of data bases and spreadsheets.

Introduction To Key Concepts

Key Concepts

- Work Force Readiness.
- Entrepreneurship.
- Lifelong Learning.
- Technology in the Workplace

Introduction to ETC Key Concepts
Discussion Topics

Discussion topics to introduce ETC key concepts to learners.

1. **Employment.**
    - What it takes to get a job.
    - How to keep a job.
    - How to advance in a job.
2. **The workplace.**
    - Different types of businesses.
    - Different types of jobs.
    - Skills employers are looking for.
3. **Working for oneself.**
    - Benefits.
    - Problems.
    - Skills needed.
4. **How successful businesses contribute to the well-being of the community.**
    - How that, in turn, contributes to the well-being of individuals residing in the community.
5. **The role education plays in personal well-being, successful employment, and productive business.**
6. **Technology in the workplace.**
    - Changes in the workplace resulting from technological advancements.
    - As an employability skill.

Work Force Readiness
Discussion Points

Unemployment for high school dropouts is growing.

1. In the late 1960s, a high school graduate was 30 percent more likely to be employed the fall after graduation than a high school dropout.
- In the 1980s, this figure had doubled to 61 percent.

2. In October 1985, only 68 percent of all dropouts between the ages of 16 and 24 were in the work force.
3. Half of all existing jobs will be eliminated during the next 20 years and will be replaced with new jobs that require at least a high school diploma and some postsecondary education.

Workers must be prepared to be trained and retrained as the workplace changes.

1. Workers must expect to have more than one career in their lifetime—some may have as many as four or five careers due to changes in technology and society.
2. Workers must have the prerequisite skills necessary for job training.
3. Workers must have the skills necessary to adapt to changing workplace needs.

There is a growing demand for workers who are ready for employment.

1. Workers who can think on their feet (critical thinking skills).
2. Workers who can learn on the job (have the necessary reading, writing, and math skills to learn job-specific skills).
3. Workers who have an understanding of business principles and operations.
4. Workers who have less need for remediation and retraining.
5. Workers who have fewer workplace errors.
6. Workers who increase productivity and product quality.
7. Workers who have positive work habits and attitudes.
8. Workers who are highly motivated.

Businesses need a literate, trained work force to be productive.

1. Businesses cannot remain competitive and grow without literate, trained workers.
2. Businesses cannot introduce new technology without literate, trained workers.
3. Business cannot implement new management systems and strategies without literate, trained workers.

Communities need productive businesses to support local economic development.

1. To increase the number of local jobs.
2. To decrease unemployment rates.
3. To create economic growth, development, and revitalization.
4. To create independence and self-sufficiency.
5. Communities cannot attract new business and industry without a literate, potential work force.

Entrepreneurship
Discussion Points

1. According to the Bureau of Labor Statistics, 10 million people (16 years and older) worked for themselves in their own unincorporated businesses in 1992.
2. Another 3.5 million can be considered self-employed even though technically they are employees of their corporations.
3. Service occupations and administrative, executive, and managerial occupations had large numbers of self-employed workers in 1992.
- Self-employment is expected to increase much faster than average within these occupational groups through the year 2005.
4. Marketing and sales occupations accounted for much self-employment even tough the number of self-employed workers in these occupations will grow more slowly than average from 1992 to 2005.
5. Two other large groups—professional specialty occupations and precision production, craft, and repair occupations—include many detailed occupations with a high number of self-employed workers.
6. Most people will end up working for someone else—approximately 75 percent.
- Approximately 25 percent will start their own businesses.

Education and Entrepreneurship

1. Every year thousands of businesses get started—some succeed, but most fail.
2. Approximately 40 percent of entrepreneurs have only a high school degree or less and, of those, 38 percent have never had any type of business course.
3. Successful entrepreneurs have the skills needed to understand how various parts of a business fit together to form a total structure and realize that if one part is missing their business is likely to fail.
4. Entrepreneurs who succeed usually do so because they have the knowledge they need to:
- Research a potential businesses venture.
- Identify and analyze their strengths and weaknesses.
- Develop a business plan.
- Make sound decisions regarding starting a business.
- Identify and acquire the technical assistance they need to establish and maintain a successful business.

Lifelong Learning
Discussion Points

Communities need citizens who:

1. Are self-sufficient, literate, and civic-minded.
2. Are informed, responsible consumers for business' products and services.
3. Use tax dollars and community resources effectively.
4. Are able to make informed decisions about public policy.
5. Include an increased and more diversified supply of quality workers.
6. Have improved, upgraded, and updated skills and better information about the labor market.
7. Can use local educational resources for business staff training, retraining, and enrichment.
8. Can establish sound, positive relationships with local businesses.

Technology In The Workplace
Discussion Points

1. Advancements in technology are changing the workplace.
2. Employers are looking for employees who have the skills needed to adapt to technology-related changes.
3. The ability to use a computer is quickly becoming recognized as a basic employment skill.
4. Workers who use computers on the job earn roughly 10 to 15 percent more money than those in similar jobs who don't use computers.

Work Force Readiness
Overview

- **A. Job Readiness**
    - A.1. Personal Interests
    - A.2. Basic Human Needs
    - A.3. Educational Needs
    - A.4. Transferable Skills
    - A.5. Personal Characteristics
    - A.6. Employment Attitudes, Ethics, and Habits
- **B. Career Awareness and Exploration**
    - B.1. Job Predictions
    - B.2. Career Opportunities
- **C. Career Planning**
    - C.1. Setting Personal, Education, and Career Goals
    - C.2. Employability Portfolios
    - C.3. Career Maps
    - C.4. Job Search
    - C.5. Decision Making
- **D. Obtaining Employment**
    - D.1. Resume Writing
    - D.2. Job Interviews
- **E. Skills Employers Look For**
    - E.1. SCANS
    - E.2. POICC
- **F. Basic Skills as They Relate to the Workplace**
    - F.1. Interpersonal Skills
    - F.2. Critical Thinking Skills
    - F.3. Communication Skills
    - F.4. Reading Skills
    - F.5. Computation Skills
    - F.6. Writing Skills
- **G. Job Performance and Promotion**
    - G.1. Job Satisfaction
    - G.2. Maintaining a Job
    - G.3. Job Advancement

A. Job Readiness
Key Concepts

A.1. Personal Interests

- Personal interests can guide career choices and identify employment and workplace preferences.
- Personal interests can motivate learning.

A.2. Basic Human Needs

- Basic human needs must be satisfied before higher level learning needs can be met.

A.3. Educational Needs

- Personal needs must be identified and met in order to reach full potential as learners and workers.
- Educational needs vary among individuals and depend upon personal goals.

A.4. Transferable Skills

- Existing skills can be transferred to employment situations.
- A wide range of skills can be transferred from one situation to another.

A.5. Personal Characteristics

- Personality characteristics factor into employment potential.

A.6. Employment Attitudes, Ethics, and Habits

- Attitudes about employment, employment ethics, and work habits can have either a positive or negative impact on obtaining a job, maintaining a job, or advancing in a job.

A.1. Personal Interests

Everyone has personal interests.

- Interests are personal likings or preferences.
- Interests attract or repel individuals from various situations, objects, or people.
- Interests are highly personal and vary among individuals.
- Over time, interests vary within individuals.
- Vocational interests tend to dominate the thinking of adults between the ages of 18 and 35—when they are trying to establish themselves in the work force.
- Interests can be incentives for learning because adults learn best when information is relevant, meaningful, and of use or value to them.

Incentives for Learning

People Want to Gain

1. Health
2. Time
3. Money
4. Popularity
5. Improved appearance
6. Security in old age
7. Praise from others
8. Comfort
9. Leisure
10. Pride of accomplishment
11. Business and social advancement
12. Increased enjoyment
13. Self-confidence
14. Personal prestige

People Want to Be

1. Good parents
2. Social, hospitable
3. Up to date
4. Creative
5. Proud of their possessions
6. Influential over others
7. Gregarious
8. Efficient
9. "First" in things
10. Recognized as authorities

People Want to Do

1. Express their personalities
2. Resist domination by others
3. Satisfy their curiosity
4. Emulate the admirable
5. Appreciate beauty
6. Acquire or collect things
7. Win others' affection
8. Improve themselves generally

People Want to Save

1. Time
2. Money
3. Work
4. Discomfort
5. Worry
6. Doubts
7. Risks
8. Personal embarrassment

Source: Irving Lorge. (1947). *Effective Methods in Adult Education.* Report of the Southern Regional Workshop for Agricultural Extension Specialists. Raleigh: North Carolina State College.

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Personal Interest Activity

Check those that are of interest to you:

I want to gain:

______ health
______ time
______ money
______ popularity
______ improved appearance
______ security in old age
______ praise from others
______ comfort
______ leisure
______ pride of accomplishment
______ business or work advancement
______ social advancement
______ increased enjoyment
______ self-confidence
______ prestige

I want to be:

______ successful at work
______ a good parent
______ up-to-date
______ creative
______ influential over others
______ efficient
______ productive
______ recognized as successful

I want to be able to:

______ resist domination by others
______ satisfy my curiosity
______ acquire things
______ win others' affections
______ improve myself generally

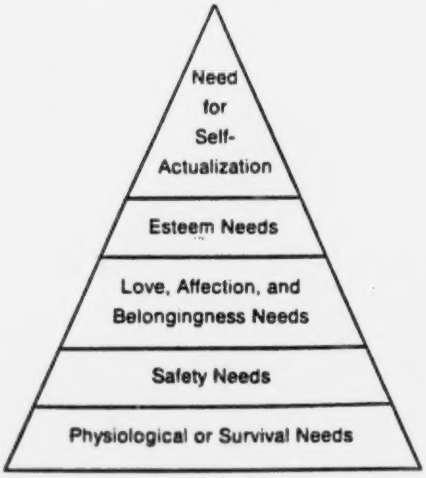
I want to be able to save:

______ time
______ money
______ work
______ discomfort
______ worry
______ doubts
______ risk
______ personal embarrassment

Adapted from Lorge, I. (1947). Effective Methods in Adult Education.

A.2. Basic Human Needs

- There are different types of basic human needs that must be satisfied in order to learn, grow, and improve.
- Abraham Maslow (1970) developed a hierarchy of basic needs.


Need for Self-Actualization
Esteem Needs
Love, Affection, and Belongingness Needs
Safety Needs
Physiological or Survival Needs

1. Survival needs include hunger, hearing, speech, fatigue, and health.
2. Safety needs include physical, emotional, and psychological safety and satisfy the need to feel secure.
3. Love, affection, and belongingness needs involve the ability to share interests, problems, experiences, joys, and sorrows.
4. Esteem needs are those related to the need to be recognized as valuable to someone for something.
5. The need for self-actualization is a person's prime motivation to become everything one is capable of becoming.

- Adults see learning as a means to reach their full potential.

Maslow, A.H. (1970). Motivation and Personality. New York: Harper and Brothers.

A.3. Educational Needs

An educational need is defined by the gap between an individual's present level of competency and the required or desired level of competency.

- The more exact the assessment of present level of competency;
- And the more exact the skill requirements of the desired level of competency;
- The more exact the determination of the type of knowledge or skills needed;
- And the more motivated one will be to learn.

-------------------- Required or Desired Level of Competency

Educational Need

-------------------- Present Level of Competency

- Adults become ready to learn when they realize a need to learn it.
- Adults tend to be performance-centered in their orientation to learning and learn best when new information and skills are competency-based.

A.4. Transferable Skills

Everyone has skills.

- It is important to know the types of skills necessary to attain personal goals.
- It is important to recognize existing skills as a base upon which new skills can be learned.
- It is important to know how skills can be transferred from one situation to another.

Transferable Skills

Transferable skills are functional skills that can be transferred from one situation to another or from one job to another.

Transferable skills vary, for example:

- Skills with materials such as wood, metal or cloth.
- Skills with objects such as tools or instruments.
- Skills with equipment, machinery, or vehicles.
- Skills with building or constructing.
- Skills with growing things.
- Skills with taking care of people or animals.

Transferable skills can also be interpersonal skills, for example:

- Communication skills.
- Managing or supervising skills.
- Taking instructions, serving or helping skills.

Transferable skills can also include:

- Gathering or creating information.
- Managing data.
- Record keeping.
- Applying information.

A.5. Personal Characteristics

R. Rohm* identifies four basic personality types: (1) Outgoing, (2) reserved, (3) task-oriented, and (4) people-oriented.

1. **Outgoing** characteristics:

- Energetic, fast-paced.
- Like to do everything in a hurry.
- Love to be on the move.
- Optimistic and positive.
- Do not lack in self-confidence.
- Outward appearance important—often more important than inward qualities.
- Involved, usually in a leadership position.
- Like to tell others what to do, but does not know when to quit.
- Tend to bite off more than can chew but can hustle to make up the difference.

2. **Reserved** characteristics:

- Slower-paced.
- Tend to operate behind the scenes.
- Quality is important.
- Do not like surface relationships.
- Get the job done.
- Make sure everything is handled correctly.
- Often find it difficult to have lots of friends.
- Have lots of patience and stamina to get the job done.
- Cautious and reluctant to become involved in too many things.
- Would rather look into a situation for a longer period of time to discover reality of situation.
- Sometimes accused of being too picky or critical.
- Prefers not to be surprised by unfamiliar situations.

3. **Task-Oriented** characteristics:

- Enjoy doing things.
- Find pleasure in a job well done.
- Great at organizing a program with lots of details; excellent planner.
- Can see the end of the project from the beginning.
- Can be so concerned with getting the job done that can easily hurt someone's feelings.
- The task is more important than people's feelings, although does not mean to hurt anyone.
- Have a difficult time experiencing empathy for the feelings of others if it conflicts with accomplishing the task at hand.

4. **People-Oriented** characteristics:

- Like to interact with people.
- Into caring and sharing.
- More concerned with the way people feel than simply accomplishing a task.

* Rohm, R. (1994). Positive Personality Profiles. Atlanta, GA: Personality Insights, Inc.

- Like a dynamic group where there is a lot of talking, feeling, empathy, openness, and sharing.
- Tend to be sensitive and concerned with the feelings of others.
- Are more concerned with what people think of a job done than driven to get the task done.

Everyone possesses unique combinations of all four personality types.

No one's personality is totally influenced by only one type of personality.

1. **Outgoing + Task-Oriented** which make up approximately 10 percent of population.

Combined Characteristics

- Dominant
- Determined
- Driving
- Decisive doer
- Demanding
- Are very practical and productive.
- Make excellent dictators.
- Can be crafty with a hidden agenda.
- Love a challenge.
- Have lots of nervous energy.
- Are self-sufficient.
- Need control.
- Need choices.
- Tend to be unemotional and unfeeling.
- Thrive on movement and involvement.
- Can be defiant, strong-willed, cruel, and sarcastic.
- May not always be right, but always confident.
- Do not express too much sympathy, empathy, or warmth.
- Tend to be dynamic leaders, they never say die.
- Have a flair for the dramatic, loves conflict.
- Have a hard time developing relationships, often crush others not knowing the damage being done.
- Seem to be able to achieve the impossible.
- Take a position but stick with it only until what looks like a better position appears; often change midstream and expect others to be flexible.
- Are demanding and never takes no for an answer.
- Can get extremely angry; tend to have a short fuse and hot temper, but can get over it quickly.

2. **Outgoing + People-Oriented** which make up between 25 and 30 percent of population.

Combined Characteristics

- Inspirational
- Impressing
- Interested
- Influencing
- Impressionable
- Inducing
- Interesting
- Inspire others to feel great.
- Are often athletes.
- Tend to be dreamers and schemers.
- Are compassionate, carefree.
- Are often like chameleons, changing often; are often inconsistent.

- Can be very talkative, tend to be loud, often have trouble listening.
- Can easily influence others by making things sound better than they actually are.
- Are warm, personable, and enthusiastic.
- Are cause agents; they make things happen.
- Can overwhelm others; they can be overbearing.
- Are interesting, know lots of people, things, etc.
- Can be weak-willed, easily influenced, and tend to be impulsive.
- Dress, behave, and function to call attention to themselves.
- Must feel important; they care about status and power.

3. **Reserved + People-Oriented** which make up between 30 and 35 percent of population.

Combined Characteristics

- Steady
- Sweet
- Sentimental
- Stable
- Submissive
- Supportive
- Shy
- Like doing one thing at a time.
- Cooperate; are "yes" people.
- Like sameness.
- Can be extremely humorous.
- Need security.
- Are easy to be around; easy going.
- Tend to be practical.
- Can be indecisive.
- Want to please; they will go the extra mile or more.
- Are great helpers (often in a serving profession).
- Take orders well; in some cases, too well.
- Love people, but don't want to be pushy.
- Are dependable, very orderly, efficient.
- Make good leaders; they do more than tell others, are willing to show them.
- Can be stingy or appear to be selfish usually because likes own space and needs security.
- Don't like conflict; tend to be spectators.

4. **Reserved + Task-Oriented** which make up between 20 and 25 percent of population.

Combined Characteristics

- Competent
- Calculating
- Cautious
- Careful
- Are very neat; often rigid.
- Are loyal to ideas and traditions.
- Can be very self-centered.
- Can be vengeful.
- Can be impractical.
- Love detail; are very analytical.
- Like to keep things under control.
- Are very idealistic.
- Are self-sacrificing and tenacious.
- Can be moody.
- Can be unsociable.
- Demand compliance.
- Can be very creative.
- Are known for critical thinking ability.
- Tend to be negative, critical, fault-finders.
- Are extremely conscientious; very sensitive.

- Love to be correct; tend to be perfectionists.
- Tend to be conformists; are very consistent.
- Have a high capacity for intellectual achievement.

Discussion Questions

1. What personality types best describe you?
2. Which characteristics are strengths? Which are weaknesses?
3. How can education help strengthen weak characteristics?
4. Which characteristics do employers look for when hiring workers?
5. Which characteristics will help you attain your goals?

Psychogeometrics
Susan Dellinger, Ph.D.
Prentice Hall,1989

SQUARE - Positives - Organized, detail oriented, knowledgeable and analytical
Negatives- meticulous, nit-picking, procrastinating, cool, aloof
To do list, calendar/organizer, direct, logical, sequential
"Tell me what you want done, leave me alone and I'll do it."
Jobs - accountants, computer programmers, secretary, government worker.

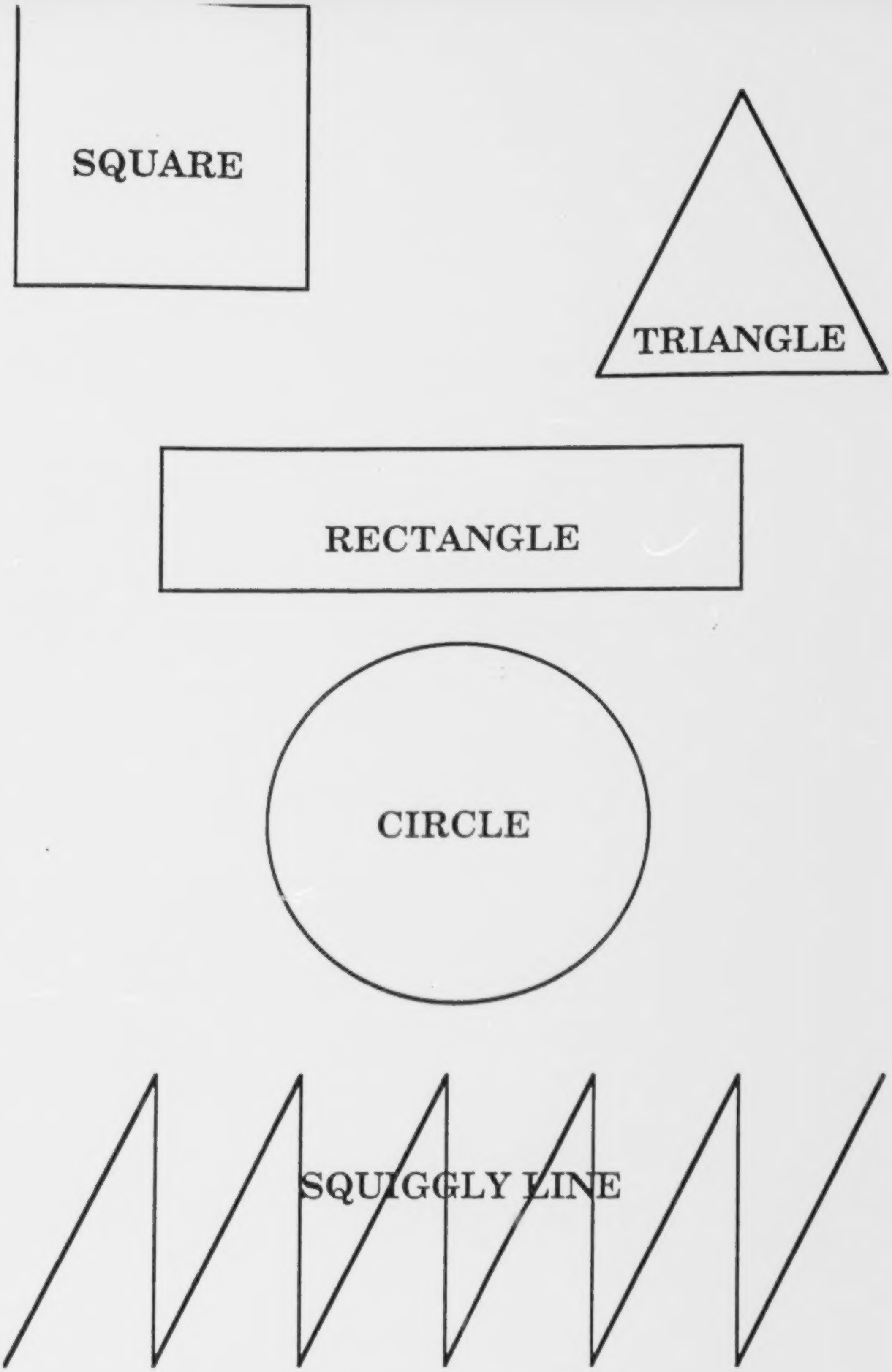
TRIANGLE-Positives - leader, focused, decisive, ambitious, competitive, bottom line
Negatives-self-centered, impatient, driven, dogmatic, impatient
Similar to square, but more so.
"What's the point?" "Give it to me and get out of my way."
Jobs - military officer, executive, hospital administrator, *entrepreneur.*

RECTANGLE-Positives- State of transition, searching, growing, inquisitive.
Negatives- Confused, inconsistent, unpredictable, gullible
"I'm sick of it!!!" It is a stage and sooner or later will change to another.
Mid-life crisis.
Jobs/periods - new retirees, adolescents, job applicant, *entreprencurs*

CIRCLE - Positives - friendly, nurturing, empathetic, generous, empathic
Negative - gossipy, indecisive, manipulative, self-blaming
People people. Good listeners. Health care providers. Arm around the shoulder type.
Don't know how to say no!!!
Jobs - teachers, camp counselors, mental health workers, nuns

SQUIGGLE-Positives- creative, conceptual, intuitive, witty, motivating,
Negatives-Disorganized, unrealistic, illogical, uninhibited, eccentric, naive.
Vital function-visionaries. Don't care about details.
Have picture of what something should look like, but have no idea how to get there.
Jobs - musician, artificial intelligence expert, inventor, chef, theorist

If there is a need for a meeting, the square will be the one to tell the boss about the need and what should be on the agenda. The triangle will look at the agenda and decide what are the important items and show up only for those. The circles arrive early. Not so much for the meeting, but for the food and gossip. If a squiggle makes it to the meeting it is because a square brought them. Rectangle may or may not go the meeting.


SQUARE
TRIANGLE
RECTANGLE
CIRCLE
SQUIGGLY LINE

Susan Dellinger, Psychogeometrics

A.6. Employment Attitudes, Ethics, and Habits

- **Attitudes** are feelings, emotions, or a mental position toward a fact or state of being.
- **Ethics** are a set of principles or values.
- **Habits** are a manner of conducting oneself—a prevailing disposition or the character of a person's thoughts or feelings.

Employment Factors

The following employment factors have an impact on an individuals' ability to reach their employment or career potential.

1. Motivation
2. Effort
3. Responsibility
4. Initiative
5. Perseverance
6. Common Sense
7. Confidence
8. Teamwork

Discussion Questions

1. How do employment factors have an impact on obtaining a job?

2. How do employment factors have an impact on maintaining a job?

3. How do employment factors have an impact on advancing in a job?

Motivation

- A motivated person always seems to be thinking and planning ahead.
- Motivated individuals generate enthusiasm among staff and provide leadership for work that has to be accomplished.
- Learning is the heart of motivation.

To become and remain motivated, an individual must:

1. Break down jobs into manageable tasks.
2. Set and keep to deadlines.
3. Recognize when a job is well done.
4. Have a sense of discipline.
5. Be able to work against discouragement.
6. Be able to face competition and challenge.

Remember the old Chinese saying:
"The longest journey begins with a single step."

In other words, the first step is often the hardest.

> "Never allow your energy or enthusiasm to be dampened by the discouragements that must inevitably come."
>
> **James Whitcomb Riley, poet**

> "Whatever the mind can conceive and believe, the mind can achieve."
>
> **Napoleon Hill**

> "Thinking will not overcome fear, but action will."
>
> **W. Clement Stone**

> "Many persons think that by hoarding money they are gaining safety for themselves. If money is your only hope for independence, you will never have it. The only real security that a person can have in this world is a reserve of knowledge, experience, and ability. Without these qualities, money is practically useless."
>
> **Henry Ford**

> "I couldn't wait for success--so I went ahead without it."
>
> **Jonathan Winters**

> "To do great important tasks, two things are necessary; a plan and not quite enough time."
>
> **Anonymous**

Questions to consider regarding motivation:

1. What encourages people?
2. What discourages people?
3. Are people more motivated by certain people and certain things?

Effort

- Luck is the result of effort.

- Success is trying to deal constructively with good and bad luck in your life and to keep going on.

- Success is the ability to make some of your own good luck and not wait for good luck to strike.

Individuals who make an effort always seek out opportunities to gain new skills and knowledge.

- They also realize that it takes hard work to make changes.

Good planning involves having a Plan B in case Plan A doesn't work.

- Predetermine what your alternatives are.

Planning Activity

1. At the end of each day, for a period of a week, write down five different decisions you made that day and list in Column A.

2. Then list in Column B what you might have done if your decision in Column A hadn't worked out.

Column A	Column B

Questions to consider regarding effort:

1. Is there a fear of making an effort and failing—a fear that if you try and lose that it is worse than not trying at all?

2. What about expectations? How realistic are we about winning and losing?

Responsibility

A responsible person:
- Meets deadlines through effective resource management.
- Knows when to say yes and when to say no.

To become responsible:
- Develop self-discipline.
- Gain self-respect.
- Feel competent.
- Do what's right.

Initiative

Initiative requires:
- Creative thinking.
- An attitude toward work that is positive and productive.
- Considering cause and effect.
- Observing changes.
- Organization, planning, and flexibility.

Questions to consider regarding initiative:

1. Can taking initiative too fast get you in trouble?

2. Can waiting too long to take action get you in trouble?

3. Do you get lots of ideas at once or do you wait for the perfect idea to come along?

Why Didn't I Think Of That?!!

Breaking Through Barriers

This exercise helps people identify the constraints that prevent them from doing the things they want to do, and test those constraints to see how many of them can be moved.

Explain that people are often boxed in by various constraints. However, it is our perception of these limitations that creates the most significant barriers, and these need to be explored.

Ask each participant to think of something that he or she would either like to start doing or stop doing.

Ask participants to list all the things that prevent them from accomplishing their objective. Then have them categorize them as:

a. Realistic and rigid (e.g., upper management edicts).
b. Moderately firm (e.g. standard policies and practices that are usually inviolable).
c. Flexible (implicit procedures or interpersonal/intergroup rela tions).
d. Illusionary (partly based on facts but largely embellished by our imagination).

Point out that one organization (General Electric) discovered that over 95% of the constraints identified by its foremen and first-line supervisors were classified as either flexible or illusionary.

Encourage people to test their limits – be willing to experiment – take a risk and see what happens. Ask people to develop an action plan for overcoming one of the constraints.

Source: Scannell, Edward E. and Newstrom, John W. (1983) *More Games Trainers Play; Experiential Learning Exercises.* McGraw Hill, New York.

Trade Winds in Work Based Learning. Vol 3 No 2 Feb 94

Perseverance

Perseverance means:

- Finishing what you start.
- Not turning off the light until the job is done.

Did You Know...

The Chinese character for "danger" also means "opportunity." What can you do to make the best of a difficult situation with school or work? Are your hopes and dreams being put on hold because you are not comfortable taking chances and stepping outside of your comfort zone?

Bssages Feb 1995

Ten Major Obstacles To Success

1. Complacency
2. Fear Of Failure
3. Fear Of Success
4. Inability To Let Go
5. Lack of Clear Goals
6. Putting Things Off
7. Shyness
8. Inability To Look At Yourself Honestly
9. Taking The Easy Way Out
10. Arrogance

Source: USA Today Bssage Feb '95

Questions to consider regarding perseverance:

1. Is the journey to something the best part or is the best part finally getting there?
2. Is stubbornness always a bad thing? Can it be good sometimes?
3. How do we force ourselves to do things that we don't want to do?

Common Sense

Common sense is:

- The ability to keep things in proportion and not become rattled.

Common sense requires:

- An understanding of effect on others.
- A balance of resources.
- Judgment.
- Seeing more than one point of view.
- Awareness of more than one perspective.
- Information-acquiring abilities.
- Dealing with pressures.

Some Views On Excellence...

"Every job is a self-portrait of the person who did it. Autograph your work with excellence." **Anonymous**

"The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor." **Vincent T. Lombardi**

"Desire is the key to motivation, but it's the determination and commitment to an unrelenting pursuit of your goal–a commitment to excellence--that will enable you to attain the success you seek." **Mario Andretti**

"We are what we repeatedly do. Excellence, then, is not an act but a habit." **Anonymous**

"No one ever attains very eminent success by simply doing what is required of him; it is the amount and excellence of what is over and above the required that determines the greatness of ultimate distinction." **Charles Kendall Adams** ✍

Questions to consider regarding common sense:

1. When you hear claims on television, are they always true?

2. In your own experience, when has common sense prevailed?

Confidence

Confident people:
- Do not shy away from hard jobs.
- Meet challenges head-on.
- Have excellent interpersonal skills.

Confidence levels vary daily—no one is confident all of the time.

When your confidence level is low, remember times when:
- Something good happened.
- You managed well.
- You overcame odds.

We feel confident when we see ourselves:
- Doing things.
- Accomplishing.
- Taking action.
- Having some things come out right.

Not everything is going to work. But, nothing will work if we don't try.

Questions to consider regarding confidence

1. What makes you scared?

2. Does what we say to each other make a difference in our self-confidence?

3. What kind of praise do you like to receive?

4. How can we help each other feel more confident?

Ten Easy Ways To Boost Your Confidence

1. Establish Eye Contact With Five Strangers Every Day.
2. Become Attuned To Nonverbal Cues From Others.
3. Strike Up A Conversation With Someone You Don't Know.
4. Ask Open-Ended Questions To Develop Conversations.
5. Firm Up Your Vocabulary.
6. Bounce Back From Your Slip-Ups Rather Than Belittling Yourself.
7. Attend Some Social Gatherings Alone.
8. Be Mobile At Parties And Business Meetings.
9. Prepare In Advance For Situations That Make You Nervous.
10. Trim The "T" From "I Can't."

Source: USA Today ✍

Ten Commandments ✓ For Positive Thinking

1. You will never say no to an idea because, "It's impossible."
2. You will never block a helpful thought because it entails problems or wait to begin until you find a solution to every problem.
3. You will never oppose a possibility because you've never done it and can't imagine how it could be done.
4. You will never obstruct a plan because it runs a risk of failure.
5. You will never cooperate in defeating a good suggestion because you can see one thing wrong with it.
6. You will never squelch a creative idea because no one else has ever succeeded in perfecting it.
7. You will never declare any constructive concepts to be impossible because you lack the time, money, brains, energy, talent, or skill to exploit it.
8. You will never discard a plan or a project just because it's imperfect.
9. You will never resist an idea because you didn't think of it, you won't get the credit, you won't personally benefit from it, or you may not live to see and enjoy it.
10. You will never quit because you've reached the end of the rope. Tie a knot and hang on. ✍

Source: Unknown Bssages 9/94

Teamwork

Teamwork is the key to success.

- Never before has the concept of teamwork been more important to the successful functioning of the workplace.
- Rapid advancements in technology and informational changes are making the workplace more complex and more competitive.
- Teamwork is necessary to effectively and successfully handle the changing needs of the workplace.

Teamwork involves:

- Interpersonal skills.
- Setting group goals.
- Developing a plan of action.
- Leadership.
- Definition of roles and responsibilities.
- Delegating responsibilities.

When teams function effectively, they can solve more complex problems, make better decisions, produce more creativity, and do more to build individual skills and commitment than individuals working alone.*

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* Blanchard, K., Carew, D., & Parisi-Carew, E. (1990). The One Minute Manager Builds High Performing Teams. New York: William Morrow and Company.

B. Career Awareness and Exploration
Key Concepts

B.1. Job Predictions

- Growing occupations and careers.
- Declining occupations and careers.
- Changing occupations and careers.
- The changing labor market.

B.2. Career Opportunities

- What types of occupations and careers offer growing opportunities for employment?
- What types of occupations and careers offer opportunities for advancement?
- What types of education and skills are needed for particular occupations and careers?

B.1. Job Predictions
Key Concepts

The job market is changing.

- Occupations are changing job descriptions to adapt to technological growth.
- New jobs are being created due to advancements in technology.
- Existing jobs are being eliminated because of technology-related changes in the workplace.

Individuals must become aware of employment predictions for the future.

- The fastest growing professional occupations and careers are predicted to be in the areas of systems analysis, special education (teaching), human services, geriatrics (nursing), business management, and computer science and engineering.
- High-paying occupations not requiring education degrees that are predicted to grow include truck drivers, corrections officers, auto mechanics, and insurance adjusters.
- Lower-paying occupations that are predicted to grow include sales workers, cashiers, office clerks, food servers, receptionists, and cooks.

Individuals must be prepared with the education and skills needed to adapt to the changing workplace.

- New types of jobs are being created that require new types of skills.
- New workplace management systems require new types of teambuilding skills.
- Existing jobs are changing and requiring higher levels of skills.

Job Predictions For The Future

30 Better-Paying Occupations That Will Grow

Job	Job Growth (in 1,000s of jobs)	1992-2005 (in percent)	Median Pay ($ per week)
Registered nurses	765	42	662
Truck drivers	648	27	418
Systems analysts (computers)	**501**	**110**	**810**
Teachers, secondary	462	37	610
Marketing/sales supervisors	407	20	479
General managers/top executives	380	13	NA
Teachers, elementary	311	21	567
Accountants/auditors	304	32	600
Clerical supervisors/managers	301	24	523
Teachers, special education	**267**	**74**	**550**
Licensed practical nurses	261	40	413
Human services workers	**256**	**136**	**479**
Computer scientists/engineers	**236**	**112**	**810**
College/university faculty	214	26	799
Corrections officers	**97**	**70**	**470**
Physicians	195	35	1,007
Lawyers	195	31	1,085
Social workers	191	40	489
Financial managers	174	25	764
Computer programmers	169	30	685
Automotive mechanics	168	23	408
Radiologic technicians	102	63	543
Personnel/training/labor relations	102	36	610
Police/detectives	92	13	529
Electrical/electronic engineers	90	24	892
Paralegals	**81**	**86**	**489**
Physical therapists	**79**	**88**	**682**
Insurance adjusters/examiners	72	49	430
Producers/directors/actors	69	54	673
Psychologists	69	48	665
National Median Wage, 1992			*381*

Note: Jobs in bold show over 70 percent growth.

Sources: Knight-Ridder analysis of data from Bureau of Labor Statistics and U.S. Commerce Dept.

Passaic Oct 94

Expanding And Declining Careers For The Next Ten Years

The Detroit Free Press recently compiled a list of America's Hot Jobs through the year 2005. The finding reveals that education and skills are directly linked with better pay. In addition, research indicates that careers associated with hospitals, schools, and law firms are growing, while farm and factory related jobs are declining on a regular basis.

The following career fields can be considered America's hottest jobs and require educational training beyond high school:

- **Systems analysts**–This field involves using computers to analyze and solve business and scientific problems. The job is high-paying and is expected to create 501,000 jobs by 2005.
- **Special-Education Teachers**–A total of 267,000 new jobs are expected for this career field in the next ten years.
- **Human-Service Workers**–These jobs for social agencies and health departments will grow with 256,000 new jobs by 2005.
- **Computer Scientists and Engineers**–These high-paying occupations will grow with 236,000 new jobs in the next ten years.

These careers are considered high-growth areas because they will grow by large numbers of jobs. Also, they will have more openings in coming years from brand-new jobs than from positions created by replacement jobs (people who retire or move to other jobs).

Other high-growth areas on the list that require educational training include: management of people in complex workplaces; members of traditional professions such as doctors, lawyers, and engineers; teaching a new wave of children expected in schools; and nursing jobs to care for the aging baby-boom generation.

In addition, the list includes five high-paying career fields that do not require degrees to get started. These jobs include truck drivers, corrections officers, auto mechanics, insurance adjusters, and entertainment workers. While these jobs provide good pay, keep in mind, even in these fields, better skills mean better pay, expanded responsibilities, and increased opportunities for growth and promotion.

Lower-paying occupations that will experience growth include sales workers, cashiers, office clerks, waiters and waitresses, food preparers, counter workers, receptionists, and cooks. While pay is low, many of these positions can lead to better opportunities when an individual obtains experience and training.

While many career fields will be experiencing growth, there will be some that will see job losses during the next ten years. In the past, people with little education or few skills could earn a middle-class living in factories or other blue-collar jobs. Unfortunately, these opportunities continue to dwindle in the new workplace.

According to the Bureau of Labor Statistics, the areas predicted to have the most job loses by 2005 include:

- Farmers and farm workers who will be affected by mechanization and corporate farming.

Continued from page seven

- Private baby-sitters and maids will lose positions to day-care centers and professional house cleaners.
- Data processors and typists will be affected by office automation.
- Bartenders and butchers will be affected by America's changing habits.
- Telephone industry jobs such as repairing, installing, and running telephone systems, and operating switchboards/office phones will be affected by new phone designs and automated services that are being utilized.
- Jobs in textiles, lumber, electronics assembly, and general manufacturing will be affected by foreign competition/cheaper overseas labor.

Most new openings in these dwindling career fields will be for replacement workers who will fill the positions of individuals who have retired or who move to another opportunity.

So, how could you interpret this information?

The statistics reflect many trends and realities that are occurring in the workplace and reveal what career fields are safer and offer more potential opportunities than others. Some predictions may happen and some may not. However, if you have a passion for a particular career, you may want to concentrate all of your training and job-search efforts into making that opportunity happen. Doing what you truly love to do is what creates job satisfaction. Research all of the facts/forecasted trends, use your best judgment, and focus on long-term success and happiness.

Sources: Detroit Free Press and Bureau of Labor Statistics ✍

The Changing Workplace: New and Emerging Occupations

Today's and tomorrow's job markets present many challenges. Every year, established occupations continue to change job descriptions and to adapt to technological growth; and at the same time, new jobs and careers are also being created on a regular basis. To highlight these changes, this issue of PASSAGE takes a brief look at thirteen new and emerging occupations.

Use this article as an introduction to new job possibilities and as a quick glimpse at technology and the changing job market. The job outlook predictions and wage estimates for these positions are not available at this time because these occupations are relatively new to the job market.

If a particular occupation is of interest to you, please make the effort to conduct more research with employers, individuals in the career field, and educational institutions.

Robot Technician - Installs, programs, and repairs robots and related equipment, such as programmable controllers, robot controllers, end-of-arm tools, conveyors, and parts orienters. Applies knowledge of electronics, electrical circuits, mechanics, pneumatics, hydraulics, and programming, using power tools, handtools, and testing instruments and following manuals, schematic diagrams, and blueprints. Programs the robot to perform specified tasks, applying knowledge of programming language.

Satellite-Instruction Facilitator- Monitors training programs transmitted by communication satellites from colleges and universities to remote educational institutions. Registers students for satellite communication courses and sells/distributes textbooks and other classroom materials. Activates audiovisual receiver and monitors classroom viewing of live or recorded courses transmitted by communication satellite. Monitors live seminar transmissions and stimulates classroom discussion after broadcast.

Laserist - Creates optical designs-and-effects show for entertainment of audiences, using control console and related laser projection and recording equipment. Sets up and operates console to control laser projection, recording equipment, and house lights. Moves controls to orchestrate colors, patterns, and movements in concert with musical accompaniment.

Perfusionist - Sets up and operates a heart-lung machine, in a hospital, which is designed to take over functions of patient's heart and lungs during surgery or respiratory failure. Operates heart-lung machine to regulate blood circulation/composition and oxygen and carbon dioxide levels, to administer drugs, and to control body temperature during surgery.

Human Resource Advisor - Provides company personnel assistance in identifying, evaluating, and resolving human relations and work performance problems within a company to improve communication skills and work performance. Develops and conducts training programs to instruct management and workers in human-relation skills and effective group-interaction skills. May participate in resolving labor-relations' issues.

Nuclear-Criticality Safety Engineer - Conducts research and evaluates methods of transportation, handling, and storage of nuclear fuel to prevent accidental nuclear reaction at nuclear facilities. Studies reports of nuclear fuel characteristics to determine potential hazards. Uses knowledge of nuclear physics to help determine potential accident conditions which may exist in fuel handling/storage and recommends preventive measures.

Horticultural Therapist - Plans, coordinates, and conducts therapeutic-gardening programs which contribute to the rehabilitation of physically- and mentally-handicapped patients. Evaluates patients' disabilities to determine gardening programs. Conducts gardening sessions to rehabilitate, train, and provide recreation for patients.

Teacher of Deaf Students - Teaches elementary and secondary school subjects to aurally-handicapped students (individuals with hearing disabilities), using various methods, such as lip reading, finger spelling, cued speech, and sign language. Instructs deaf and hard-of-hearing students in communication skills, using hearing aid or other electronic or electrical amplifying equipment. Plans curriculum utilizing visual media, such as films, television, and charts.

Environmental Epidemiologist - Studies the incidence (rate of occurrence) of disease in industrial buildings and work areas and the effects of industrial chemicals on health. Conducts epidemiological studies (epidemiology is a science dealing with the incidence and control of disease). Compares statistics on causes of illness and death among members of selected working populations with those among general populations, using life-table analyses to determine probable effects of work settings and activities on disease and mortality rates and using valid statistical techniques and knowledge of epidemiology. Presents findings of studies and recommends methods to address environmental problems in the workplace.

Radiopharmacist - Prepares and dispenses radioactive pharmaceuticals (medical products) used for patient diagnosis and therapy, applying principles and practices of pharmacy (art and science of preparing/dispensing drugs) and radiochemistry. Calculates volume of radioactive pharmaceutical required to provide patient with desired level of radioactivity at prescribed time, according to established rates of radioisotope decay. Analyzes prepared radiopharmaceutical, using measuring and analysis instruments and equipment, such as ionization chamber, pulse-height analyzer, and radioisotope dose calibrator, to verify rate of drug disintegration and to ensure that the patient receives required dose.

Home-Health Technician - Provides patient-care assistance in house-hold management to patients and families in the home. Assists ambulatory and bedridden patient with dressing, bathing, grooming, and various personal-hygiene needs. Performs procedures and treatments as directed by professional staff, such as massages, hot and cold applications, dressing changes, wound irrigation, enemas, and ostomy care. Under medical supervision, administers oral medications and injections. Measures and records patient's temperature, pulse, respiration rate, blood pressure, and fluid intake and output. Teaches patients and their family members approved medical techniques to enable continuing home care.

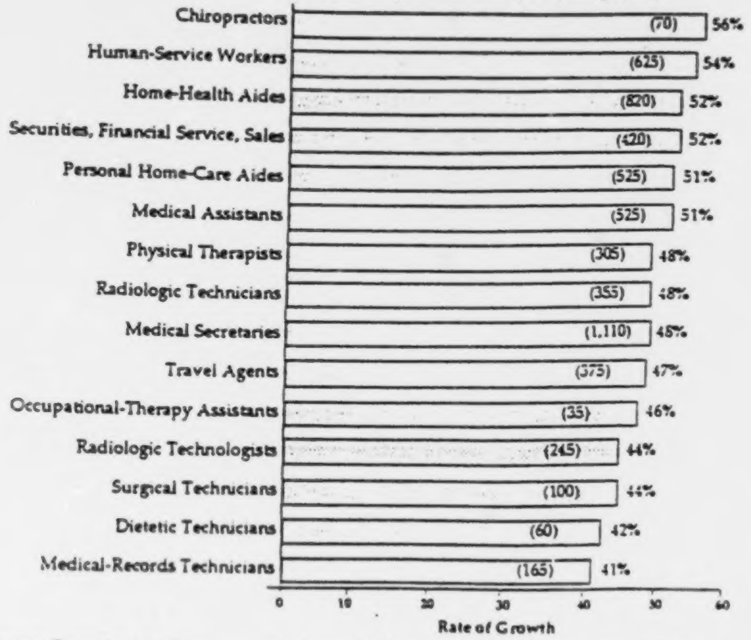
Hazardous-Waste Management Specialist - Conducts studies on hazardous-waste management projects and provides information on treatment and containment of hazardous waste. Helps develop hazardous-waste rules and regulations to protect people and the environment. Surveys industries to determine type and magnitude of disposal problem and assists in developing plans for prevention of spills and other accidents. Provides technical assistance in the event of a hazardous chemical spill and identifies pollutant, determines hazardous impact, and recommends corrective action.

Digitizer Operator - Processes data for business or industry by using the latest technology. Operates electronic encoding machine to trace coordinates on documents, such as maps or drawings, and to encode document points into computer. Positions document on digitizer encoding machine table (reads/converts to digital information). Guides digitizer cursor over document to trace coordinates, stops at specified points, and punches cursor key to digitize points into computer memory unit. Types commands on keyboard to transfer encoded data from memory unit to magnetic tape. Keeps record of work orders, time, and tape operation.❑

Source: Pennsylvania Career Guide, 1993 Edition

Fastest Growing Occupations in Pennsylvania

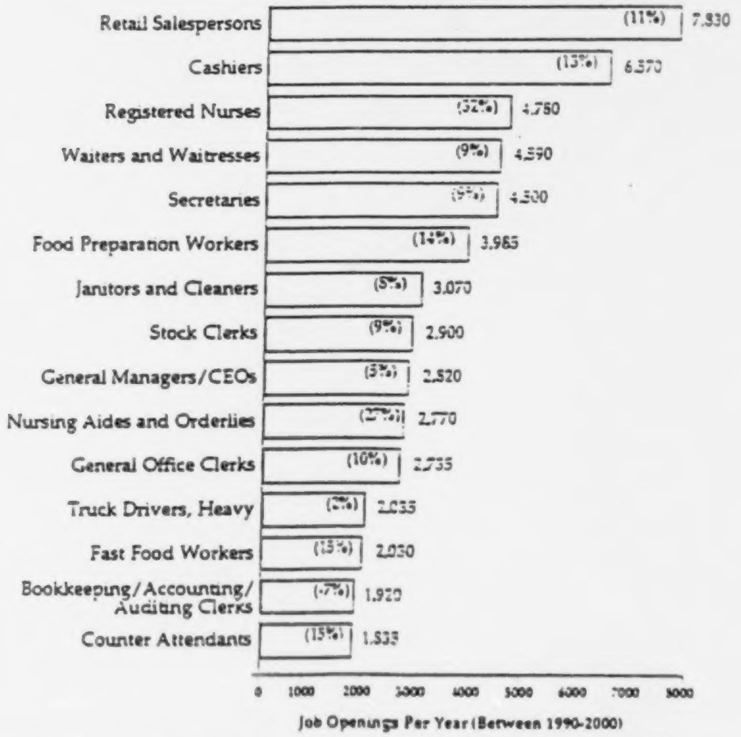
Figures in parentheses are job openings per year.



Source: Pennsylvania Department of Labor and Industry, Bureau of Research and Statistics

Occupations With The Most Job Openings in PA

Figures in parenthesis are percent growth.



Source: Pennsylvania Department of Labor and Industry, Bureau of Research and Statistics

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The Labor Market Through The Year 2005

According to the information compiled from various U.S. Department of Labor publications:

- Only about 25 percent of the work force have jobs manufacturing products, most of the rest of the work force are employed in the "service" sector. These jobs are in government, business services, health care, retail trade, and other fields that do not produce goods.
- Over 20 million new jobs are projected to be added to our work force over the next 10 years. That would increase our labor force to about 150 million people by the year 2005--a 20 percent increase. While many new jobs will be created, many more existing jobs will also be affected by changing technologies, new products and techniques, foreign trade, and other factors.
- Two out of three workers employed by businesses now work for small employers--those employing fewer than 500 workers. While large employers remain an important part of our economy, small employers have become increasingly important. *According to research conducted by the Small Business Administration:*
  - Over 98 percent of all U.S. businesses are considered small.
  - Small businesses employ 56 percent of the entire private work force.
  - Small businesses account for 38 percent of all sales in the U.S.
  - Small businesses contribute 39 percent to the gross national product.

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B.2. Career Opportunities
Key Concepts

Physical therapy assistants and aides are human service occupations that are predicted to grow in the future.

- Needed to help prepare injury patients and the elderly for both physical and psychological therapy.
- Work under the supervision of a licensed physical therapist.
- Typically need an associate's degree from an accredited physical therapy program and a license.
- Often need CPR certification and clinical experience.

Electricians are needed to support the growing use of electronic communications.

- Most electricians specialize.
- Training is often through apprenticeship.

The secretarial field is predicted to expand.

- Computer skills are becoming essential.
- Duties are expanding to include more managerial type responsibility.

Jobs in the security industry are increasing.

- Private security employs at least twice as many people as local, state, and federal law enforcement.
- Has an annual growth rate of six percent.
- Training varies.

Some individuals seek careers that involve working outdoors—many are fast-growing occupations.

- The amount of training varies with the type of job.

Career Highlight: Physical Therapy Assistants and Aides

Introduction

Has the idea of providing a helping hand in the therapy of individuals who are recovering from physical injuries ever interested you? If so, then you may want to consider a career as a physical therapy assistant or aide. This article focuses on the growing field of physical therapy and the steps needed to successfully prepare for the educational and career opportunities in this field.

Job Duties

Physical-therapy assistants and aides, whether working with elderly patients after a surgery or athletes after an injury, help prepare these individuals both physically and psychologically for therapy. All preparation for this therapy is supervised by a licensed physical therapist. *The two main objectives of therapy are to:*

Prevent a permanent disability from an injury or illness.

- **Improve** the patients' ability to function in everyday life.

The educational requirements, licensing standards, and job duties of assistants and aides are different. In general, assistants are licensed by their State Board of Medical Examiners and are required to have an associate's degree. Aides are not licensed and need to have at least a high school diploma or equivalency. Assistants have more responsibilities and can perform more functions than aides.

The physical therapist assistant is responsible for:

- **Instructing** patients in a variety of treatments. Treatments can include exercise on a treadmill, on a stationary bike, with weight lifting equipment, or by swimming.
- **Administering** massages, ultrasound treatment, electrical stimulation, hot/cold packs, and traction.
- **Recording** patients' body measurements and assessing their flexibility and range of motion.
- **Using** data (under the direction of a therapist) to fit patients with orthopedic braces, prostheses, or other supports.
- **Monitoring** the patients' progress during treatment and periodically reporting both abnormalities and achievements to the therapist.
- **Communicating** with the patients, their family members, and supervising therapists to ensure the patients' needs are being met.

The physical therapist aide is responsible for:

- **Helping** to make all therapy sessions productive. This involves cleaning the treatment area and organizing/preparing it for each patient's specific therapy.
- **Escorting** the patients to and from the treatment area.
- **Encouraging** patients during therapy and ensuring that exercises are performed correctly.
- **Alerting** the therapist or assistant if patients have difficulty with a particular treatment.

Both assistants and aides are responsible for various clerical duties. These duties often include conducting an inventory of supplies, ordering supplies, maintaining patients' records, answering telephones, utilizing computer software for data entry, and completing patient information forms.

Work Environment

Physical therapy assistants and aides can work for a hospital or a private practice. The hours/days and full-time/part-time positions vary depending on the facility. In fact, many facilities have evening and weekend office hours to better accommodate their patients.

The nature of the work requires that assistants and aides are strong enough to assist patients with their treatment. Constant kneeling, stooping, and standing for long periods of time are all necessary parts of the job.

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Educational/Training Requirements

As mentioned earlier, physical therapy assistants typically have an associate's degree from an accredited physical therapy program and are licensed by their State Board of Medical Examiners. Most States require assistants to pass written examinations to be fully licensed. Additional requirements often include certification in first aid and cardiopulmonary resuscitation (CPR) and a specific number of hours of clinical experience. In 1993, there were 133 accredited physical therapy programs in the United States.

An accredited physical therapy assistant program lasts two years or four semesters. Programs are usually located at community colleges and are divided into academic study and hands-on clinical experience at a hospital or clinic. Academic coursework includes algebra, anatomy, physiology, biology, chemistry, and psychology.

Clinical experience involves the students receiving hands-on training at a hospital or private practice under the supervision of health-care professionals. Both educators and employers view clinical experience as an essential part of ensuring that students understand the responsibilities of a physical therapy assistant.

Physical therapy aides are required to have a high school diploma or equivalency. In addition, aides should have strong interpersonal skills and a basic desire to assist people in need. Aides receive clinical training on the job. Individuals interested in becoming an aide should brush-up on communication skills (writing and speaking), math skills, and the sciences.

Job Opportunities

Physical therapy assistants and aides held 61,000 jobs in 1992. Over half work in hospitals or private physical therapy offices. Others work in clinics, nursing homes, schools, and even inside patients' homes. In sports medicine, these individuals may work part of the time on the sidelines at sporting events.

According to many employers, there is a shortage of licensed assistants working in the field of physical therapy. Through 2005, employment of physical therapy assistants and aides is expected to grow 93 percent, which is more than four times faster than the average for all occupations. *Factors that will contribute to the rising need for workers in the field of physical therapy include:*

- The median age of Americans will continue to increase. The average person is living longer and will require more assistance.
- Many employers are having difficulty finding qualified candidates for openings.
- Greater emphasis is being placed on shortening expensive hospital stays and increasing outpatient treatment. By increasing the role of assistants, more patients receive care at a lower cost.
- Shortages of highly paid physical therapists in many areas make hiring licensed assistants an attractive alternative.

Earnings

Information on job earnings for this career field varies; however, research indicates that starting salaries for physical therapy assistants averaged between $24,000 and $28,000 a year in 1992. Starting salaries at hospitals tended to be lower than salaries at private practices. In an effort to attract skilled assistants, hospitals offer their employees more career choices and chances for advancement. Also, at hospitals, there are more opportunities to work varied patient populations.

For Additional Information

If you are interested in obtaining information on a career as a physical therapy assistant and aide and a list of schools offering accredited programs, write to:

The American Physical
Therapy Association,
1111 North Fairfax
Street, Alexandria,
VA 22314-1488.

Adapted from "After the Fall: Physical Therapy Assistants and Aides", Allison Thomson, The Occupational Outlook Quarterly, United States Department of Labor, Bureau of Labor Statistics, Summer 1994

Exploring the Electrician's Trade

Whenever homes, factories, offices, and other structures need to be constructed or renovated, electricians are the individuals responsible for installing and maintaining electrical devices and wiring. The electrical systems installed by electricians are needed for providing light, power, air-conditioning, refrigeration, security, communications, and electronic controls for machines

As long as individuals depend on electricity for completing their everyday activities (work and leisure), electricians will always be needed and valued members of the work force.

This article will provide a brief overview of the job duties, work environment, educational/ training requirements, job outlook, and earnings for individuals interested in becoming electricians. Use this article as a starting point for researching and exploring this career possibility.

Job Description

Most electricians specialize in either construction or maintenance.

Electricians who specialize in construction work use blueprints to install electrical systems in new buildings. The blueprint serves as the "road map" and indicates the location of circuits, outlets, load centers, panel boards, and other equipment. When installing electrical systems, electricians must follow the National Electric Code and the State and local building codes.

Job duties for installing electrical systems include:

- **Placing** conduit (pipe or tubing) inside partitions or walls (areas that are concealed).
- **Fastening** small metal or plastic boxes that will contain electrical switches and outlets.
- **Sending** insulated wires or cables through a conduit to complete circuits (make a connection) between boxes.
- **Connecting** wire to circuit breakers, transformers, and other components (splicing or soldering wires).
- **Testing** circuits for proper connections.

In addition to electrical systems, electricians often install cable for telecommunication and computer equipment or connect motors to electrical power and install electronic controls for industrial equipment.

The job duties for electricians who specialize in maintenance vary depending on their employer. Electricians who focus on residential maintenance work often rewire homes and replace old fuse boxes with new circuit breakers to accommodate additional appliances. Those who work in large factories may repair motors, transformers, generators, and electronic controllers on machine tools and industrial robots. Lastly, electricians working in small plants or office buildings repair a variety of electronic equipment.

Job duties for maintaining electrical systems can include:

- **Inspecting** equipment and locating problems before breakdowns occur.
- **Replacing** items such as circuit breakers, fuses, switches, electrical/ electronic components, or wiring.
- **Completing** repairs in a timely manner to avoid a further loss of productivity.
- **Working** with engineers, engineering technicians, or industrial-machinery repairers.
- **Advising** management when continued operation of equipment could be hazardous.

Tools of the Trade

Electricians use hand tools such as screwdrivers, pliers, knives, and hacksaws. They also use power tools, soldering guns, and testing equipment such as oscilloscopes, ammeters, and test lamps.

Work Environment

A career as an electrician can be challenging and difficult. Often electricians stand or work in

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cramped positions for long periods of time. Sometimes the job requires working on ladders and scaffolds.

Safety is an important factor. Individuals in this trade risk injury from electrical shock, falls, and cuts. Electricians must follow strict safety procedures.

Most electricians work a standard 40-hour work week and may be required to work overtime. Also, many maintenance electricians work evening hours/weekends and are on call if emergencies occur.

Educational/Training Requirements

The most effective method of learning the electrical trade is by completing a four- or five-year apprenticeship. The apprenticeship gives trainees a thorough knowledge of all aspects of the trade and improves their ability to find a job.

Large apprenticeship programs are usually sponsored by joint-training committees made up of local unions of the International Brotherhood of Electrical Workers and local chapters of the National Electrical Contractors Association. Training may also be provided by company management committees of individual electrical contracting companies and by local chapters of the Associated Builders and Contractors and Independent Electrical Contractors. On the job, under the supervision of experienced electricians, apprentices must demonstrate mastery of the electrician's work.

This type of training qualifies individuals to do both maintenance and construction work. *Most large apprenticeship programs provide:*

- 144 hours of classroom instruction a year.
- 8,000 hours of on-the-job training over the course of the apprenticeship.
- Training in blueprint reading, electrical theory, electronics, mathematics, electrical code requirements, and safety/first aid practices.

Others who do not enter a formal apprenticeship program often learn the trade from an experienced electrician and also attend a trade school.

All individuals interested in this field should have a high school or GED diploma. High school courses in mathematics, electricity, electronics, mechanical drawing, science, and shop provide a good foundation for this trade.

Upon completion of training, most electricians are required to be licensed. To obtain a license, electricians must pass an exam that tests their knowledge of electrical theory, the National Electrical Code, and local electric/building codes.

Job Opportunities

In 1990, electricians held about 548,000 jobs. More than half were employed in the construction industry, and others worked as maintenance workers in nearly every type of industry. Also, one out of ten electricians was self-employed.

Employment of electricians is expected to increase faster than the average for all occupations through the year 2005. Factors that will increase the need for electricians include population growth, new technologies, and the number of retirements.

While overall employment is expected to be good, construction electricians should be prepared for periods of unemployment which result from the set amount of time needed on each project and the economic conditions. In most cases, the maintenance electricians' employment stability is better than construction electricians.

Finally, job opportunities vary depending on the geographical area. Relocation may have to be a consideration for individuals interested in this trade.

Earnings

Apprentices usually receive 38 to 50 percent of the rate paid to experienced electricians, and as they become more skilled, the rate increases. Full-time electricians earned between $297 (the lowest 10%) to $838 (the highest 10%) per week. (Experience, education, geographic location, overtime, and type of employer affect the earning levels reported.)

Where To Start...

If you are interested in learning more about apprenticeships or other work opportunities in this trade, contact local electrical contractors; local chapters of the Independent Electrical Contractors, Inc., the National Electrical Contractors Association, or the Associated Builders and Contractors; a local union of the International Brotherhood of Electrical Workers; or the nearest service or State apprenticeship agency.

Source: America's Top 300 Jobs, Based on the U.S. Department of Labor's Occupational Outlook Handbook. ☐

The Center For Innovative Training and Education: Preparing Individuals For Jobs In The Secretarial Field

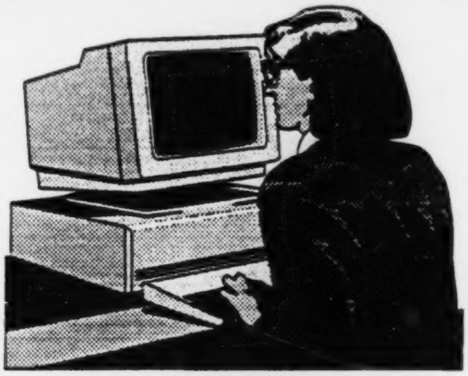
PASSAGE recently interviewed Mary Mehler, Director of the Center For Innovative Training and Education (CITE), a division of Arbor, Inc., located in Philadelphia, Pennsylvania. CITE provides comprehensive education and training for individuals who wish to enter the secretarial field.

If you are interested in exploring career opportunities in the secretarial field, this interview granted by Mary Mehler provides valuable information on the skills needed to be successful and on how this field is affected by changes in technology and the labor market.

Mary, tell us about the Center for Innovative Training and Education and the services provided at the Center.

Ms. Mehler: The Center for Innovative Training and Education was established in 1968 and provides training for adults who wish to have careers as secretaries, word processors, clerks, typists, data-entry personnel, and administrative assistants. (Editors Note: The term "secretary" will be used to describe the many job positions that can be included in this career field.)

Our adult students include individuals who receive services from the Department of Public Assistance and Office of Vocational Rehabilitation and some dislocated workers. Our mission is to provide training and job-placement assistance. All individuals who enter the program must meet set entry requirements and pass a screening process. Once admitted into the program, all training and job placement occurs within a one-year period. Currently, we have a 75% job placement rate, and an average of 225 individuals complete the program each year.



What elements make your program successful and unique?

Ms. Mehler: Our program is structured to model a typical workday, and students receive training from 9:00 a.m. to 5:00 p.m., five days a week. This approach better prepares students for the daily routines and challenges that are present whenever they enter the work force. Each student receives special individualized instruction to meet his/her training needs. The instructors place a great emphasis on utilizing this personalized approach and on treating the students as individual learners. In addition, we have 64 computers available to the students, and the latest and most popular business software for IBM compatible computers is also available. This factor is important because technology is changing rapidly, and our staff and students need to stay up-to-date with the many constant changes that occur.

What prerequisites and skills are needed to enter the secretarial field?

Ms. Mehler: First, strong reading and writing skills and a professional manner are important. A high school/GED diploma is a definite plus; these basic skills serve as a solid foundation.

Next, a secretary needs to be proficient at typing. For an entrance test, most employers require secretaries to type at least 50 to 60 words a minute.

Computer skills are essential to obtaining employment. In fact, most typing is completed on a personal computer. At CITE, we believe an individual entering the secretarial field should be trained extensively in word processing. Currently, we teach WordPerfect because it is the most popular and most commonly used word-processing software with area employers. Program-manager software such as Microsoft Windows, spreadsheet programs such as Lotus, and various data-entry programs are also taught at the Center.

Continued from page 5

With great importance being placed on communication skills, our students also receive training in Business English, writing, and public speaking. Secretaries are often responsible for writing letters and reports, conducting research, doing dictaphone transcription, answering the telephone, greeting the public, and presenting information to staff, clients, and managers.

Organizational skills are also a necessity. Secretaries may be required to file documents, route mail, deliver messages, and schedule activities and meetings for managers.

How has the field changed over the past ten years?

Ms. Mehler: In addition to the wide usage of computers, employers, in many cases, are giving secretaries more responsibilities and expanded duties. For example, secretaries are now responsible for some managerial duties which can include training incoming staff members, arranging/overseeing small seminars, and distributing information to staff members in a timely fashion. Also, secretaries should be ready to exercise their creative abilities when they are asked to write for managers or company publications, brainstorm ideas at meetings, and arrange schedules in a busy atmosphere.

What type of personality traits are needed for success in this career field?

Ms. Mehler: Secretaries need to enjoy working with people. This includes staff, customers, and the general public. In our program, the students get an opportunity to role play situations that occur in the workplace and to present speeches. With these activities, an emphasis is placed on being culturally literate (able to function in different work environments with all levels of employees who have diverse responsibilities and cultural backgrounds), presenting a professional image, and displaying confidence. A pleasant personality is definitely a plus in this field.

What is the average starting salary and work environment for individuals in this field?

Ms. Mehler: In the Philadelphia area, which is where most of our students receive job placement, the average starting salary is between $7.00 and $8.00 an hour. Most secretaries work in an office environment. The pay and responsibilities vary depending on the location and job description/responsibilities. The majority of the jobs tends to be during the weekday, and both full-time and part-time hours are available in this field.

Do you have any suggestions for individuals interested in the secretarial field?

Ms. Mehler: The secretarial field can be a challenge, and it is far from being an easy job. In fact, the job can be complex and, as stated earlier, can require many skills. If you are interested in this career field, visit someone who works as a secretary and spend some time on the job observing his/her daily activities. See if this type of work truly interests you. Ask yourself the following questions: "What are my skills and abilities?"; and "What specialized areas would be of interest to me as a secretary?" Examples may include working in a hospital as a medical secretary, with engineers as a technical secretary, or at a law office as a legal secretary. Do your research, find out if this field is right for you, and remember to keep updating your skills.

PASSAGE would like to thank Mary Mehler for her assistance in preparing this article. If you are interested in contacting the Center For Innovative Training and Education in Philadelphia, call (215) 922-6555.

Career Opportunities In The Security Industry

By Christopher A. Hertig, CPP, CPO

In today's job market, few career fields show major growth. However, jobs in the security industry are currently increasing, and for many individuals who are considering career possibilities, a career in security may be an attractive option.

While the most attention and recognition go to public policing, private security employs at least twice as many people as local, state, and federal law enforcement agencies combined. With an annual growth rate of six percent and no downward trends in sight, the future looks bright for those providing guard, alarm, and investigative services.

The reasons for the availability of jobs include:

- an increase in the rate of crime coupled with a greater awareness of crime problems by the public.
- a shortage of public resources to deal with problems. (Most police departments cannot afford to hire more officers, and many are actually decreasing in size by not replacing officers who resign, retire, or are disabled.
- greater federal regulation through statutes such as the Right to Know Act, the Americans with Disabilities Act, the Bloodborn Pathogens Act, and the Campus Security and Student Right to Know Act. All of these pieces of legislation affect security operations as the security department is usually the part of the organization charged with carrying out these legal mandates.

- more state regulation such as Pennsylvania's Lethal Weapons Training Act which has increased the training and certification requirements for armed guards and investigators. Currently, Florida has an extensive security training requirement, and New York has just passed a similar requirement. Also, Maryland is considering legislation, and Pennsylvania presently has two bills before the U.S. Congress.
- lawsuits against the owners of apartments, hotels, nightclubs, parking garages, and other businesses because of criminal assaults on patrons and customers.
- increased terrorist threats which are linked to world events in the Middle East. (The World Trade Center bombing was but one example of this threat.)
- more demanding regulation of security forces by federal agencies such as the Federal Aviation Administration, Nuclear Regulatory Commission, and Department of Energy.
- the Joint Commission on the Accreditation of Healthcare Organizations is currently making standards for security departments at hospitals.

All of the factors mentioned above create a demand for professional protection. There is a dramatic increase in the use of contract security services. Private investigators are making good profits. More celebrities and employers are using personal protection specialists. Also, alarm companies have expanded into the residential alarm market, and the use of security consultants is growing.

Preparing for a career in security and investigation requires a thorough knowledge of what business organizations are doing and what security companies are offering. A review of the Yellow Pages can provide a "snapshot" of the industry; but most of the real career opportunities are not highly publicized. Persons assessing the potential for a career should take time to learn about careers in the investigation and security industry.

The PASSAGE Editors wish to thank Mr. Hertig for sharing this knowledge with the PASSAGE readership. Mr. Hertig teaches security management and criminal justice at York College of Pennsylvania. In addition, he is the author of the book "Careers In Security and Investigation.

The following organizations can provide information concerning the security industry:

1. The American Society for Industrial Security (ASIS) is a very large organization of managers, security directors, and chiefs of investigation departments. The Society has scholarships for college students through the ASIS Foundation and a job-placement service for members. ASIS has an Academic Programs' Committee and a Security Resource Center.

American Society for Industrial Security
1655 North Fort Myer Drive, Suite 1200
Arlington, VA 22209 (703) 522-5800

2. The International Foundation for Protection Officers is a nonprofit organization dedicated to the professional development and training of entry-level security officers and first-line supervisors. The Foundation publishes a newsletter, several books, and offers certification programs for security professionals.

International Foundation for Protection Officers
Bellingham Business Park
#200, 4200 Meridian, Bellingham, WA 98226
(206) 733-1571

3. Butterworth-Heinemann is the largest publisher of security texts. The firm has books on investigation, alarm systems, disaster planning, fire protection, training, and many other topics. Butterworth-Heinemann also publishes "Security Journal."

Butterworth-Heinemann
80 Montvale Avenue, Stoneham, MA 02180
(800) 544-1013

Continued on page 8

More About Careers in the Security Industry...

Nature of the Work

In general, individuals working in the security industry (guards or security officers) patrol and inspect property to protect against fire, theft, vandalism, and illegal entry. The different types of employers vary.

Some examples include:

- office buildings
- hospitals
- department stores
- airports
- railroads
- public and government buildings
- factories
- laboratories
- sporting events
- conventions
- valuables that are transported

Guards can be stationed at desks/gates to monitor electronic security and to check credentials of visitors, or guards can be responsible for patroling grounds.

Training Requirements and Qualifications

Most employers prefer individuals who have a high school/GED diploma. Additional education (college) can improve chances for a promotion to supervisory positions and can improve job security.

The amount of training guards receive depends on the employer. On-the-job training may include protection, public relations, report writing, first aid, crisis deterrence, and operation of computerized security systems.

Guards can work for agencies that provide security services on contract (contract security agencies) or directly for an employer on a full-time basis. Nearly all states require licensing or registration for guards who work for contract agencies. To obtain a license as a guard, individuals must be 18 years old, pass a background examination, and complete classroom training in such subjects as property rights, emergency procedures, and seizure of suspected criminals.

Individuals in this career field are expected to have good character references, no police record, good health (especially hearing and vision), and good personal habits such as neatness and dependability.

Related Occupations

Related security and protective service occupations include: Bailiffs, border guards, corrections' officers, deputy sheriffs, fish and game wardens, house or store detectives, police officers, and private investigators. ❑

Source: Occupational Outlook Handbook

Books On Private Security

With the rapid growth in the employment of private guards, investigators, and personal protection specialists, there are many books available which detail the career opportunities.

Private Security and the Investigative Process by Charles Nemeth is available from Anderson Publishing Company (513) 412-4142.

The American Society of Industrial Security, (703) 522-5800, carries various books, videos, and pamphlets relating to security.

Security Consulting and the Protection Officer Training Manual are published by Butterworth-Heinemann (800) 366-2665.

Careers In Security and Investigation and The Private Investigator's Professional Desk Reference are produced by the International Foundation for Protection Officers (206) 733-1571.

Suggested Preparation For Careers In Security/Loss Prevention is published by Kenhall/Hunt Publishing Company (319) 588-1451.

Getting A Job, Getting Ahead, and Staying Ahead in Security Management is published by Rusting Publications (516) 883-1440.

Books On Criminal Justice Careers

With the attention that police and the courts receive, there may be many individuals who wish to pursue a career in criminal justice. Below are a few books on careers in criminal justice.

Career Planning In Criminal Justice by Robert C. DeLucia and Thomas J. Doyle and **Law Enforcement Career Planning** by Thomas Mahoney are available from Knight Management Corporation (800) 732-3659.

Seeking Employment In Law Enforcement, Private Security, and Related Fields by Harr and Hess is produced by West Publishing (800) 328-9352.

Suggested Preparation For Careers In Security/Loss Prevention by John Chuvala and Dr. Robert Fischer is published by Kendall/Hunt (319) 588-1451.

Landing a Law Enforcement Job and How To Be a Great Cop by Neal Trautman is available from Trautman Enterprises (407) 339-0322.

Careers In Security and Investigation by Christopher Hertig is published by the International Foundation for Protection Officers (206) 733-1571.

Books On Private Investigation

The use of private investigators (those who work for others in exchange for a fee) is growing. Businesses and various divisions of government need to investigate prospective employees, narcotics use, and incidents of theft. Insurance companies must investigate fraudulent claims and locate missing persons. A few books that are useful to persons seeking a career in private investigation are listed below.

Careers In Security and Investigation and the Private Investigator's Professional Desk Reference are both published by the International Foundation for Protection Officers (206) 733-1571.

Private Security and the Investigative Process by Charles Nemeth is published by Anderson Publishing (513) 421-4142.

The Process of Investigation by Charles Sennewald as well as other text on investigation are available from Butterworth-Heinemann (800) 366-2665. ❑

Job Outlook for Paralegals

The U.S. Bureau of Labor Statistics projects that the field will grow by 104 percent by 2000, adding 62,000 new jobs.

A paralegal, also known as a legal assistant and a lawyer's assistant, works as an aide to lawyers. ❑

Exploring Careers: Working Outdoors

Many people prefer careers that enable them to spend some, or all, of their workday hours in the great outdoors. For the outdoor enthusiast, a vast selection of occupations is available. Examples include agriculture, biological sciences, construction, engineering, conservation, and recreation. These jobs can be found in the city, in rural areas, and on the water.

The education or training required for occupations in which workers dedicate part or all of their time outdoors varies. If you are interested in exploring outdoor careers, this listing can serve as a starting point for obtaining an overall idea of how many occupations actually involve working outdoors (full and part time) and the educational training needed to secure employment in each occupation.

High-School/GED Diploma usually necessary or recommended:

- Amusement Park Worker
- Animal Breeder
- Animal Trainer
- Beekeeper
- Billboard Erector
- Bricklayer, Stonemason, Marble Setter, Tile Setter, Or Terrazzo Worker
- Caddy
- Campground Caretaker
- Carpenter
- Cement Mason
- Charter Boat Operator
- Commercial Fisher
- Electric Sign Repairer
- Farm Worker

- Fish And Game Warden
- Gardener
- Groundskeeper
- Golf Range Attendant
- Guard
- Heavy Equipment Operator
- Highway Construction Or Maintenance Worker
- Hunter Or Trapper
- Lifeguard
- Mail Carrier
- Miner
- Messenger
- Nursery Worker
- Parking Meter Collector Or Repairer
- Park Ranger
- Park Caretaker
- Pest Controller
- Railroad Worker
- Roofer
- Roustabout
- Ski Resort Instructor Or Worker
- Timber Cutting And Logging Worker
- Tour Or Sightseeing Guide
- Tree Planter
- Tree Surgeon Or Tree Trimmer
- Well Driller
- Window Cleaner
- Zookeeper

Two years of college or specialized training usually necessary:

- Athlete
- Athletic Coach
- Firefighter
- Forestry Technician
- Surveyor
- Survey Technician
- Police Officer

Four or more years of college usually necessary:

- Anthropologist
- Archaeologist
- Biologist
- Civil Engineer
- Conservation Scientist
- Farm Manager
- Forester
- Geologist
- Geophysicist
- Landscape Architect
- Mining Engineer
- Petroleum Engineer

For more information about a particular career, visit your local library or career-resource center and ask for an updated version of the **Occupational Outlook Handbook** which is published by the U.S. Department of Labor's Bureau of Labor Statistics. ✍

*Source: **Occupational Outlook Quarterly**, U.S. Department of Labor, Bureau of Labor Statistics, Winter 1994-1995*

Passages May 1995

Changing Careers

- The average person can expect to have at least three different careers during his or her lifetime.

In a survey conducted within the last ten years, it was found that:

- 10 million workers had changed careers within a year.
- 5.3 million of those made changes voluntarily and their incomes increased in 7 out of 10 cases.
- 1.3 million changed careers involuntarily because of the economy and their incomes decreased in 7 out of 10 cases.
- 3.4 million changed careers for a mixture of reasons.
- Only one million fell into the mid-life age range.

CAREER OR OCCUPATIONAL FAMILIES

1. Executive, Administrative, and Managerial Occupations
2. Engineers, Surveyors, and Architects
3. Natural Scientists and Mathematicians
4. Social Scientists, Social Workers, Religious Workers, and Lawyers
5. Teachers, Counselors, Librarians, and Archivists
6. Health Diagnosing and Treating Practitioners
7. Registered Nurses, Pharmacists, Dieticians, Therapists, and Physician Assistants
8. Health Technologists and Technicians
9. Writers, Artists, and Entertainers
10. Technologists and Technicians, Except Health
11. Marketing and Sales Occupations
12. Administrative Support Occupations, Including Clerical
13. Service Occupations
14. Agricultural, Forestry, and Fishing Occupations
15. Mechanics and Repairers
16. Construction and Extractive Occupations
17. Production Occupations
18. Transportation and Material Moving Occupations
19. Handlers, Equipment Cleaners, Helpers, and Laborers

C. Career Planning
Key Concepts

C.1. Setting Personal, Education, and Career Goals
- Balancing work, education, and leisure time.
- Setting realistic and measurable goals.

C.2. Employability Portfolios
- Identifying employment strengths.
- Identifying employment needs.
- Demonstrating employment potential.

C.3. Career Maps
- Developing a career path.

C.4. Job Search
- How to develop a job search strategy,
- Effective job search methods.
- Developing a job search network.

C.5. Decision Making
- Learning how to make career choices.

C. 1. Setting Personal, Education, And Career Goals

Success in the workplace depends upon the ability to set realistic and feasible personal, educational, and career goals.

Balancing Work, Education, and Leisure Time

- It is sometimes surprising to learn how much time you spend at work, learning, relaxing, or doing daily chores.

- An ideally balanced life is highly personal and, depending upon an individual's interests, needs, and goals, involves different amounts of time devoted to work, education, and leisure.

Personal Time Log

1. Using the matrix on the next page, instruct learners to keep a daily record of their time.
2. At the end of a designated time period (at least two weeks), instruct learners to tally the hours under each of the four categories: learning, working, leisure, and survival.
3. Discuss the actual use of time and the desired use of time.
4. Transfer that information to the Balancing Your Life activity.

Balancing Your Life Activity

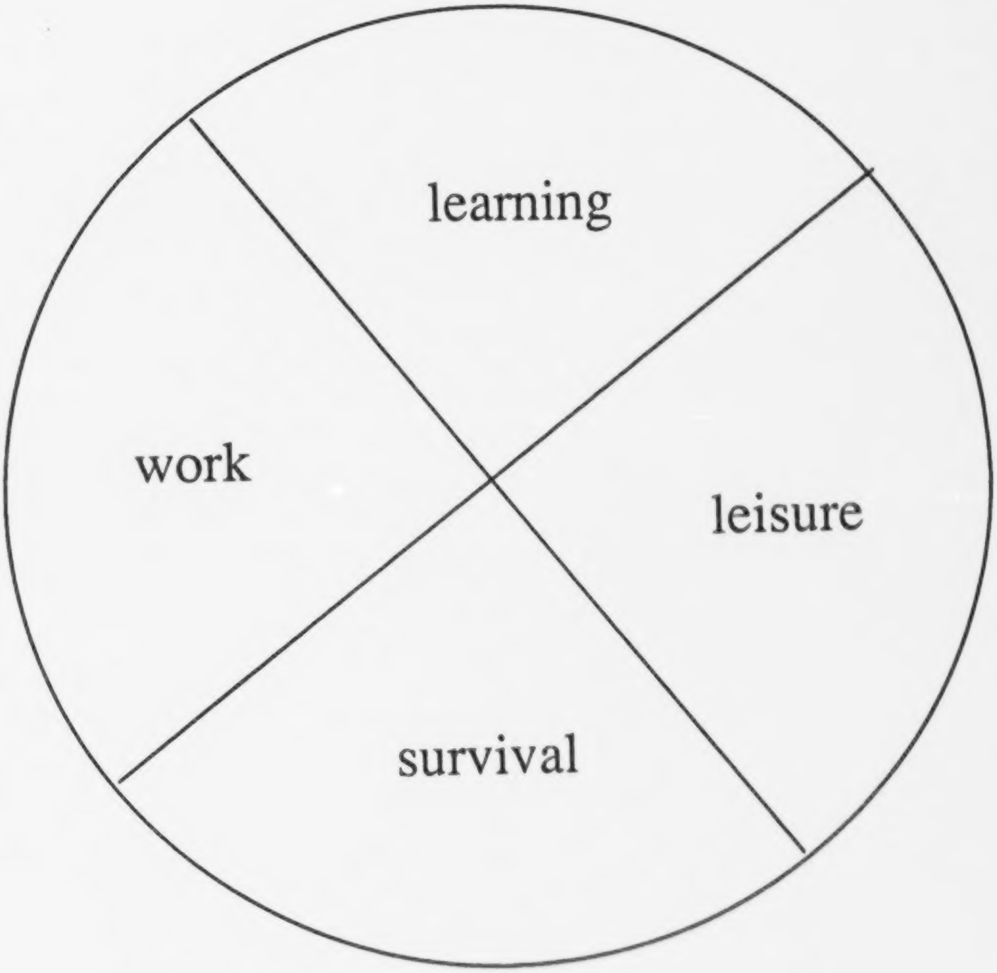
1. Using the Personal Time Log, instruct learners as to how to convert the hours to percentages of time.
2. Transfer the percentages to the pie chart illustrating how your life is now divided.
3. Instruct learners to illustrate how they would like their lives to be divided on the appropriate pie chart.

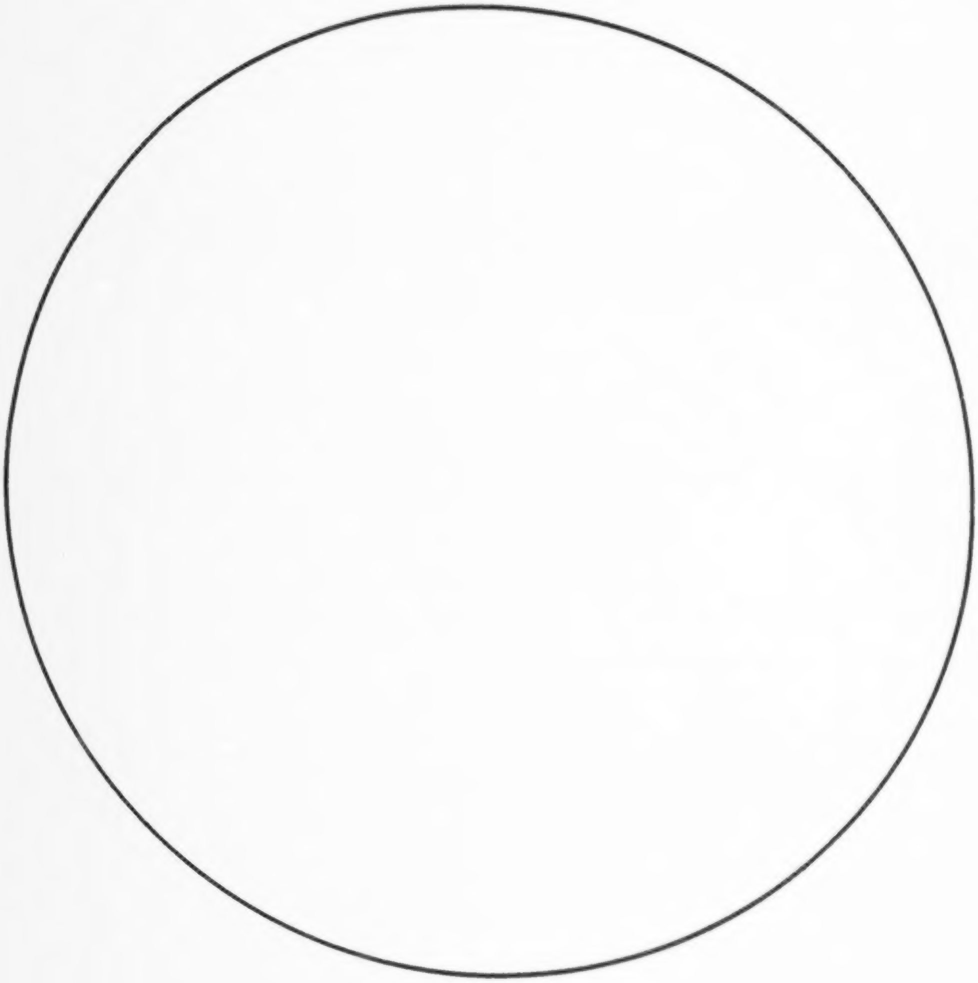
Personal Time Log

Learning	**Mon**	**Tues**	**Wed**	**Thurs**	**Fri**	**Sat**	**Sun**	**Total**
in class								
reading to learn								
studying								
other								
Total								
Working								
job								
vol work								
work at home								
other								
Total								
Leisure								
TV or radio								
socializing								
sports								
reading for pleasure								
other								
Total								
Survival								
meals								
sleeping								
personal care								
exercise								
chores								
other								
Total								

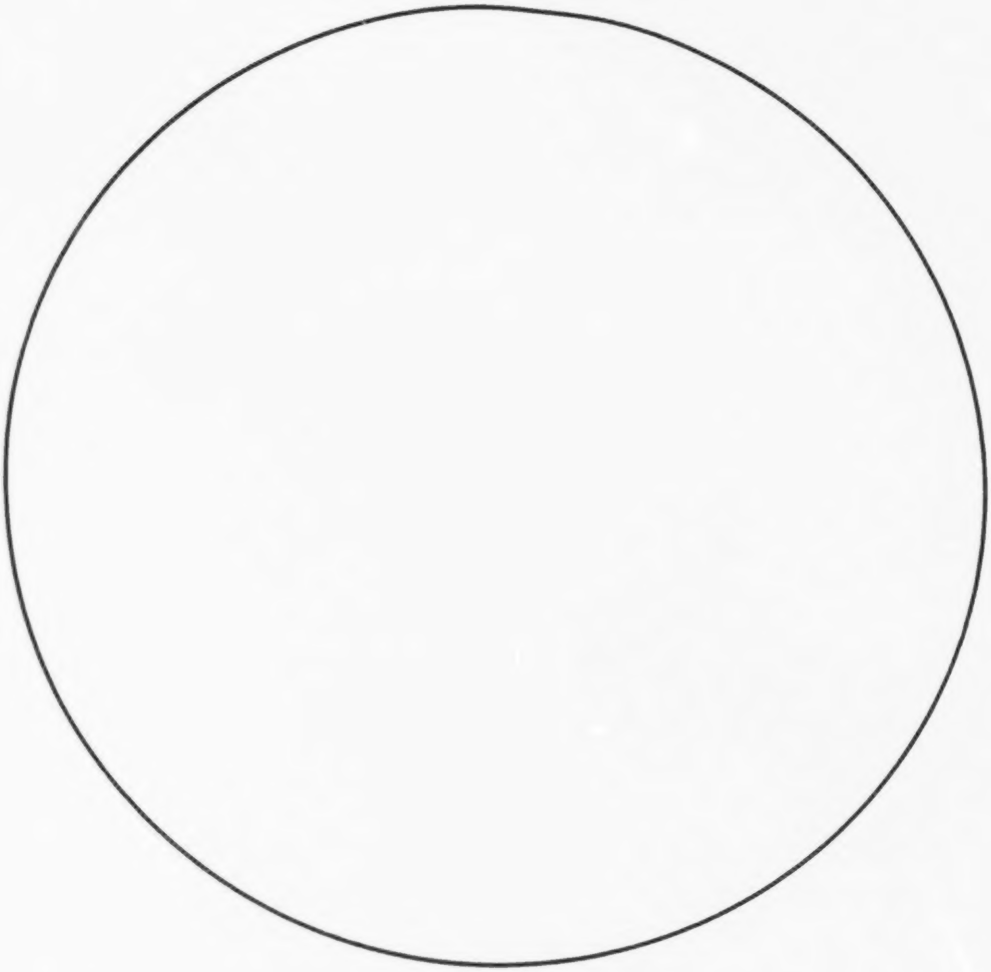
Balancing Your Life Activity

If a circle represents a period of time (month, year, etc.) of someone's life, an equal balance of work, learning, leisure, and survival tasks would look like this.


learning
work
leisure
survival



How is your life now divided among work, learning, leisure, and survival tasks?



How would you like your life to be divided among work, learning, leisure, and survival tasks?

Goal Setting

For goals to increase productivity, build morale, and create a sense of achievement, they need to meet three criteria:

- Goals need to be specific.
- Goals must be realistic.
- Goals should be mutually determined.

When these three criteria are violated, goals can be counterproductive and demoralizing.

Specific completion time and accountability encourage a more proactive approach to achievement.

Some Views On Goalsetting

"A man without a purpose is like a ship without a rudder." **Thomas Carlyle**

"The most important thing about goals is having one." **Geoffrey F. Abert**

"Until input (thought) is linked to a goal (purpose) there can be no intelligent accomplishment." **Paul G. Thomas**

"There is no achievement without goals." **Robert J. McKain**

"This one step--choosing a goal and sticking to it--changes everything." **Scott Reed**

"People with goals succeed because they know where they're going." **Earl Nightingale**

"If you don't know where you are going, how can you expect to get there?" **Basil S. Walsh**

"The indispensable first step to getting the things you want out of life is this: decide what you want." **Ben Stein**

"Purpose is what gives life meaning." **Anonymous**

SMART Goals

Simple	• Take complex tasks and break down into specific goals that can be stated simply (does not imply simple tasks).
Measurable	• How progress is reported, includes qualitative goals. • Must be a reliable source of measurement.
Accountability	• Who is held accountable for attainment of goals (may be shared). • Negotiated goals are most effective, however, some goals can not be negotiated.
Relevant/ Realistic	• Must be relevant to the problems/concerns that brought student to services (meaningfulness). • Must be relevant to services being provided. • Must be realistic to the student and the setting (uniqueness of situation, past performances, etc.). • Level of outcome must be realistic, not too easy or too hard, set higher targets based on realistic expectations.
Timely	• Must have a time dimension to specify when goal is to be achieved.

Werther, WB. "Communication: Workshops Aid in Goal Setting." *Personnel Journal.* November 1989. pp. 32-38.

Dangot-Simpkin, G. "The Dangers of Goal Setting." *Supervisory Management.* April 1993.

Eleven Steps to Goal Setting

1. Identify a long term goal.
- An area you want to improve.
- State it in a positive way: "I will improve. . " instead of "I will stop doing."
- Must be reasonable, reachable, realistic, and relevant.

2. Develop a short term goal based on the long term goal.
- Identify one thing you can do to improve.
- Must be reasonable, reachable, realistic, and relevant
- Determine way to measure progress.

3. Break short term goal down into steps, if necessary.

4. Identify benefits of goal.
- Must be meaningful to the student.

5. Identify obstacles to achieving goal and ways to circumvent those barriers.

6. Identify any special materials or help needed to attain goal.

7. Identify incentives for reaching goal.

8. Decide on check points to make sure plan is working.

9. Keep copy of goal in an obvious place.

10. Evaluate progress.

11. Revise plan if necessary.

Heacox, D. (1991). *Up from Underachievement*. Minneapolis, MN: Free Spirit Publishing.

The Dangers of Goal Setting

BY GILDA DANGOT-SIMPKIN

For goals to increase productivity, build morale, and create a sense of achievement, they need to meet three critical criteria; that is, goals need to be specific, realistic, and mutually determined. When they violate these basic guidelines, goals can be counterproductive, demoralizing and even engendering of hostility.

Making Goals Specific

All too often goals are set in wish-like statements. For most organizations, "we need to increase productivity" has become as common as "I need to lose weight" for individuals. However, to be effective, goals need to be specific. How can we increase productivity? Reduce absenteeism? Increase sales? Each goal must include a measurable component like "produce 500 more units," "decrease absenteeism by 20 percent," or "increase calls by 10 percent." Also, each goal must include a timeframe by which the objective will be accomplished. And even more critical, there must be some reliable source of measurement. In losing weight, this is simple: It usually means bringing out the old scale and determining what we weigh now and what we want to weigh. In the case of productivity, however, it isn't as easy. The key question to ask is, "Is what we are measuring really going to achieve the result we want?"

In sales, such a question would seem relatively simple to answer, but even here there are many decisions to be made to make this goal specific enough. For instance, if there are several products, do we need to increase sales for each product or can an increase in one specific area make enough of a difference to the bottom line?

In actuality, each product may need a different target (for instance, a 20 percent increase on one line and a 2 percent increase on another). Even a very specific goal can be dangerous if implemented across the board. Each situation needs to be determined with thorough knowledge of the product, the market, and the people concerned.

Making goals specific is exceedingly more complex when we talk about "increasing productivity." To achieve this seemingly desirable goal is likely to require the evaluation of several factors to determine what in fact constitutes productivity in each specific case.

All too often in the rush to find a quick measure, a minor factor or symptom of performance is chosen, with the result that the improvement desired is not achieved. Rather, there has been a flurry of activity that hasn't affected results at all.

To really achieve the goal of increased productivity, efforts in several areas need to be synchronized. Simply choosing a quantifiable indicator and a timeframe, like making ten more calls a day, though specific, may not be an effective target at all.

Effective Goals Are Realistic

This leads to the second and even more critical criterion: realistic goals.

The importance of realistic goals is often stated as a truism; what is meant often is not clear. Realistic to whom? Goals set by management, often without adequate input from the line, may "look good on paper" but are frequently not realistic in practice and can create employee frustration and alienation. As a case in point, let's examine the experience of one service company. A goal was set for service representatives to each handle three more clients a day. But in reality, no one to date had ever handled this many clients daily. On paper, based on simple mathematics, the goal seemed "reasonable." In reality, it wasn't. Although reps tried to achieve their newly assigned target, as they worked harder and found the goal impossible to achieve, given the time required to service a call, they became discouraged and slowly but surely the number of calls declined rather than increased.

This is a classic example of what happens when goals are set arbitrarily based on theoretical projections rather than on real information.

This leads to the most critical of all three criteria: Effective goals are mutually determined.

Mutually Determined Goals

Goals that are determined by employee and manager through honest and open discussion have the greatest potential for being realistic and inspiring achievement. There would seem to be no problem with this, but all too often this step is left out in the process of goal setting due to the rush to spur performance. To illustrate what happens when it is ignored, let me share with you the experience of one company whose management unilaterally decreed that all its sales people had to visit eight clients daily.

Although this mandate certainly was specific, it failed the "realistic" test. The goal set was not based on anyone's actual performance but on a projection of what would be needed to pull the company out of an economic slump. No one was actually able to visit this many clients daily; doing so did not allow for effective demonstration of the product.

More important, because this goal was clearly impossible, it served to discourage rather than motivate sales personnel. Sadly, but predictably, the company went out of business as even existing accounts received little attention under the eight-visit mandate.

One key point: This company's experience does not mean that goal setting is necessarily risky or destined to be counterproductive. It is meant to illustrate that if done arbitrarily and unilaterally goal setting can have severely negative consequences.

If managers and employees take the time to analyze the uniqueness of each situation, examine past performance, and set some potentially higher targets based on realistic feedback from the line, they can discover more precise measurements that can increase performance and initiative as well as team spirit.

Gilda Dangot-Simpkin is president of Dynamic Development, a Stamford, CT–based training and management consulting firm offering programs on increasing effectiveness for employees, supervisors, and managers. *©1993, Gilda Dangot-Simpkin, Dynamic Development, 11 Bel Aire Drive, Stamford, CT 06905 (203-329-0695).*

Supervisory Management
April 1993

William B. Werther Jr., PhD, *School of Business Administration, University of Miami, Coral Gables, FL*

COMMUNICATION

WORKSHOPS AID IN GOAL SETTING

As trends move toward greater participative goal setting, senior managers increasingly are finding themselves facilitating goal-setting workshops. Whether these meetings occur among their immediate staff or community organizations, the need to build a consensus around common goals is a repeatedly used skill because it is axiomatic that people do not resist their own ideas.

Establishing the organization's goals participatively helps ensure a wider consensus. To the extent that members of the organization — or outside board members — actually can participate in the process of setting and defining goals, they are more likely to be supportive of the efforts.

Nevertheless, many managers decide and announce the organization's goals, believing this approach is more efficient. They view the involvement of those who will be affected by the goals as unnecessary, even time consuming, because many extraneous issues are raised that bear little or no direct relationship to the organization's necessary goals. By setting the goals unilaterally (rather than participatively), extraneous discussion and spurious goals are avoided.

What a unilateral approach to goal setting overlooks is the need to build a consensus among those who will execute the goals. The end result of all goal setting must be *do-able deeds* and a *work team* to do them.

Admittedly, many executives could define the appropriate do-able deeds efficiently without the intervention of a group. Unilaterally established goals, however, often encounter considerable resistance to change, regardless of how appropriate the goals may be. To the extent that participation creates a sense of ownership in ideas and outcomes, commitment is increased and resistance to change is reduced. In addition, with reduced resistance to change there is less need for detailed follow-up and controls.

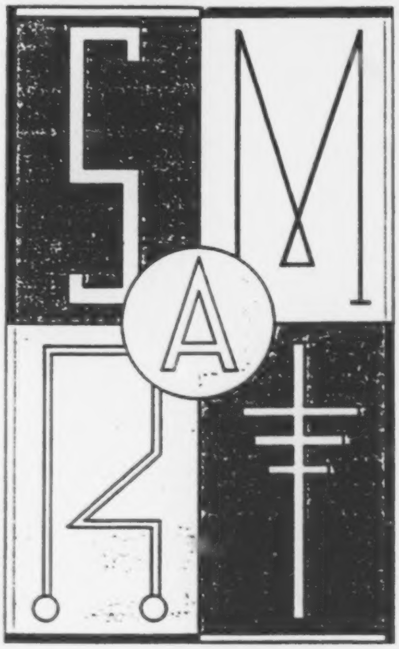


ILLUSTRATION BY KEVIN REAGAN

Participative goal-setting workshops also contribute to developing a work team to accomplish the organization's goals. Participation not only creates a sense of ownership and, perhaps, a feeling of common destiny among those who help set the goals, but the process allows the executive to assess the interest and motivation of those likely to form the work team that will accomplish the goals. Although group approaches are slower initially, implementation is quicker.

At a minimum, the goal-setting workshop should result in producing goals that are SMART (simple, measurable, accountable, realistic and timely).

Keep goals *simple*. Complex goals, or simple goals stated complexly, do little to motivate and illuminate those who must achieve them. By restricting the goal-setting process to simple goals the executive is not restricted to pursuing only simple tasks.

Rather than having a few complicated and highly elaborate goals, th dictum of a simple goal requires the executive and his or her group to take complex concepts and break them dow into key subgoals that can be stated simply.

If goals are complex, it is unlikely that they will be clear and specific enough to focus efforts and marshal th necessary resources. Therefore, communication often is limited and many of the benefits of goals — especially the motivational aspects — are lost. Clear, simple, specific goals give people an unmistakable vision of what needs to be done.

Goals also must be *measurable*. The old military saying that people do what is inspected not what is expected illuminates the need for measurability. If a goal cannot be measured, it often i difficult to track and eventually may be dropped from the information received by senior management.

This is not to say that qualitative goals should be ignored. To the contrary, they, too, should be measured. In fact, senior management gets a more ideal tracking method depending on how many goals can be measured quantitatively. The acid test of a goal's measurability is how progress is reporte to the board of directors or senior management.

The successful accomplishment of goals often depends on someone being

BEST COPY AVAILABLE

held *accountable* for each goal. Although accountability may be shared, the traditional approach of most North American firms is to have one individual ultimately responsible for the attainment of specific objectives. The accountability limit often creates a sense of urgency and purpose to the goal, especially when career or personal reputation is involved.

In addition, goals must be *realistic*. Reality has multiple dimensions. Perhaps the most important consideration is whether the goal is meaningful, as unmeaningful goals are unrealistic. Therefore, do-able deeds should be those that make a significant contribution.

Realistic goals also are affordable. Remember, affordable does not necessarily mean financial. Of course, realistic goals consider finances, but they also weigh other constraints that range from plant capacity to available labor or the supply of other resources.

Finally, all meaningful goals must be *timely*. There should be a time dimension that specifies when the objective is to be achieved. A time dimension often causes the goal to be more action oriented in its definition and assignment. Tying a specific completion time to an objective along with specific individual accountability, may lead to a more proactive approach to its achievement.

Preparation Is the Key to Success

Before a goal-setting workshop, the facilitator should undertake certain preparations to ensure the meeting's success. Although many of these items might be delegated in part, the key elements can be summed up as SPARK (size, procedure, agenda, resources and knowledge).

The *size* of the group is an important consideration. How many people should be asked to attend the meeting and who should they be? The trade-offs almost are diametrically opposed.

Numerous people involved at this stage increase the potential for program success or buy-in of the final goals, as less resistance to these aims is likely. Larger groups, however, are more unmanageable in developing goals promptly and concisely.

Although no magic formula exists, the general rule is to include people who have substantial goal-accomplishment liability. Typically, this includes those who report directly to the executive in charge of the program.

With nonprofit organizations, the minimum number of attendees should consist of the executive committee but also may include the board of trustees. If either group exceeds a dozen, consider selecting representatives from each constituency, such as the heads of key departments.

Some thought also should be given to *procedure*. The procedure involves opening the meeting or the warm-up phase.

How will the meeting start? What information will be shared before and during the session? What process will be used to extract objectives from the group? Will this method facilitate a consensus? How will the meeting end? What follow-up, if any, will be needed? Are additional sessions necessary? Will subcommittees be used in the interim? Although these questions are difficult to answer in the abstract, answers are sometimes obvious when addressing specific goal-setting workshops.

At this point a rough *agenda* may be possible. Again, trade-offs exist.

A highly refined and polished agenda may discourage additional attendee suggestions. (This may be a desired outcome.) With sufficient lead time, however, the facilitator may distribute a tentative agenda and solicit additional ideas or comments from the group.

This tactic causes group members to prepare for the meeting and begins the buy-in process that is necessary for goal accomplishment. Consideration as to the time and place of the meeting also is important.

Consideration of the agenda, and time and place of the meeting leads to discussion of the necessary *resources*. This may range from coffee and doughnuts at the outset to such needs as expert reports, demonstrations, overheads, flip charts, pads, paper, tape, marking pens and other logistics that can delay the success of the meeting.

Knowledge is the last important preparatory ingredient in the SPARK formula. Often, goal-setting meetings hinge on the attendees having certain minimum knowledge. The necessary information may not be available to attendees until shortly before or even during the meeting.

Participants then are expected to contribute opinions based on information with which they barely are familiar and may not have had a chance to read, let alone study. Generally, distributing necessary materials before the meeting — perhaps with a tentative agenda — allows participants to gain an understanding of the information and acquire additional information or explanation.

Workshop Atmosphere Is Crucial

Now it is time to begin the actual workshop. It can be broken down into three phases: start-up, goal setting and wrap-up.

During the start-up, setting the atmosphere is crucial. Often the desire for a prompt beginning causes workshop leaders to rush the start of the session.

It is better to be a few minutes late (even though this is contrary to corporate culture) and give everyone an opportunity for a social warm-up. Those first few minutes allow people to reconnect with each other. It also permits a feeling of camaraderie to emerge.

Once it is time to start the meeting, several approaches are available. Perhaps the simplest — and maybe the most effective — is self-introduction. This may be unnecessary if participants are an affinity group, such as an executive's direct subordinates.

If the group consists of a variety of people from in- and outside the organization (as with a nonprofit civic/community organization), more warm-up and introduction time may be appropriate. These groups need more warm-up time (and perhaps more frequent rest breaks) so participants may get to know each other.

With social pleasantries completed, the leader may focus the group's attention by reviewing previous goals and accomplishments. This is nonthreatening and gives the group common ground and background.

After a look backward, the leader can shift the group's focus forward. A traditional way to handle looking forward is to review the agenda and ask for modifications or corrections. (If the meeting is one in a series, a summary of the previous meeting's activities and accomplishments serves the same purpose for subsequent meetings.)

In connection with the agenda, the facilitator covers the general ground rules of the goal-setting process to be used. This process may range from a discussion of each member's comments to the application of specific methodologies, such as the nominal group technique (NGT).

The nominal group technique asks each person to consider a specific statement of the problem. The problem statement may be "What goals or targets should we pursue during the coming year?" For greater precision, the facilitator may want to outline such key areas as production, marketing or finance for a business, or fund raising and staff development for a nonprofit organization.

GOAL SETTING MAY RANGE FROM DISCUSSING COMMITMENTS TO APPLYING SPECIFIC METHODOLOGIES.

Each participant then is asked to write as many ideas or recommendations as come to mind. The goal is quantity, not necessarily quality.

After about 10 minutes, or after each participant has exhausted his or her thoughts, the nominal group technique continues with a round-robin presentation of each person's points.

Each participant is called on to provide his or her recommended objective until everyone has exhausted his or her list. During this process, no discussion or elaboration is permitted. The purpose is to develop a list of ideas rapidly, not evaluate or debate each one. Discussion comes later.

During the round-robin listing, participants may pass at any time they wish. Once a person passes, he or she can reenter the process when next called on if he or she has a new idea.

For example, an attendee may have four ideas listed on her sheet. She passes at the fifth round, but during the sixth round someone says something that gives her a new idea. The attendee then jumps back in by offering this concept during the seventh round.

Remember, the key to this process is quantity not quality. If a quality criterion is applied to individual ideas and suggestions, attendees have a tendency to screen their thoughts, fearing their ideas are not good enough to list. This results in many workable ideas being screened out unintentionally.

Once the round-robin listing of ideas has been exhausted, a period of clarification and discussion begins. This step is not designed for debating the merits of a particular idea. Instead, it is to ensure that each person understands the concept behind what the facilitator wrote on the flip chart or chalkboard.

During the final phase, each member votes for at least three ideas. Typically, three points are assigned to first place, two to second and so on. Results tabulation leads to recommendation ranking.

Although some executives are reluctant to go through such a democratic process, group wisdom often eliminates impractical ideas. More importantly, everyone sees the intensity of the vote because the point total and total number of votes are shown.

The result is a ranked listing of the group's ideas. Although members may remember the ideas they contributed, the rapid-fire, round-robin approach without initial discussion creates a feeling that the list is "ours."

Voting typically leaves some ideas with no support and most pet ideas receive one or two ballots. After applying the nominal group technique hundreds of times, it is suggested that people vote for one of these pet ideas, assigning their other votes to mainstream suggestions. The outcome is a voting pattern in which the top three or four ideas receive two-thirds of the votes and 80% of the weighted point value.

During the process, everyone's pet idea has been offered and listed. Offbeat ideas gain little support without the leader doing anything to reject unacceptable concepts. Because criticism is prohibited during the round-robin, no one loses face

Building consensus and commitment around issues are only one part of the goal-setting process, however. Direction also is needed.

Once agreement on the goals has been achieved, two paths help set the direction. If an action plan is needed, repeat the nominal group process. Ask participants to generate a list of needed actions, then follow this with a round-robin solicitation, discussion and ranking. The result is a prioritized list of needed actions from which work or subcommittee assignments can be made.

The original goals, however, often are independent of other goals. Forming subcommittees around each cluster of related objectives may be more successful than setting a group-wide priority list. To build a wider net of involvement and commitment, direct subcommittees to add members and repeat the nominal group technique, answering the question, "What are the key steps the subcommittee should consider?"

Should a follow-up session be necessary, it is particularly useful to create mini-subcommittees to tackle drafting formal objectives, further research or coordinating with those not at the meeting. Assigned responsibilities build involvement and commitment to the specific tasks and overall goal-setting process. Follow-up meetings then can be report sessions of subcommittees

The end of the meeting should be more than assignments, thank yous and good-byes. Allow time for social amenities, for attendees to smooth disagreements and for quick subcommittee meetings to help ensure the social cohesion and full allocation of time.

The purpose of a goal-setting workshop goes beyond identifying appropriate goals. The process used to decide priorities and targets should leave the groups enthused and committed.

Although direct pronouncements may be efficient initially, they seldom are effective in building commitment to their implementation. Throwing a wide net of participation is likely to lead to the long-term support for implementation. The involvement of others taps their ideas and creativity, which is more likely to *spark* the attainment of *smart* objectives. ■

William B. Werther Jr., PhD, *is the Samuel N. Friedland professor of executive management at the university where he teaches corporate strategy and human resources management in the executive MBA programs. He also is the author of* Dear Boss. *Deephaven, MN: Meadowbrook Press, 1989.*

Getting Things Done: *Tips on Mastering Goals, Priorities, Time-Wasters, Paperwork, Deadlines, and Delegation*

Have you ever felt that you can never get ahead of your work load or commitments? Do you feel you could be devoting more time to activities that are creative or related to your personal career interests? Are you overwhelmed by outside disturbances and constantly getting side-tracked? If you ask yourself similar questions, there is a resource that may be of assistance to you.

Whether you are attending school, are conducting a job search, or are currently employed, the video seminar **Getting Things Done** can provide you with valuable techniques that will help you make the most of your time and organize/achieve your goals (personal/professional). These techniques can be beneficial in all aspects of life.

The presenter of this two-part video seminar is Ed Bliss. He has served as a consultant to the staff of the United States Supreme Court, as well as many major corporations, including IBM, General Electric, and Bell Laboratories.

Volume one of the video tape discusses:

Setting Goals and Defining Priorities - Establishing specific goals, setting deadlines, dealing with sacrifice, establishing an effective "to do list", and identifying critical areas (most beneficial and rewarding tasks).

Maximizing Prime Time and Overcoming Time Wasters - Using prime times of the day for important activities (scheduling this time and protecting it) and minimizing interruptions (tips for dealing with coworkers, bosses, and friends).

Volume two of the video tape discusses:

Handling Paperwork, Deadlines, and Bottlenecks - Minimizing paperwork, identifying the payoff you get for the time you spend on a project, eliminating clutter/distractions, establishing time-saving techniques and short-cuts, and helping you and your coworkers meet deadlines.

Understanding Delegation and Getting the Most from Meetings - Learning how to use the delegation process to your benefit, learning time-saving tips for meetings, attacking procrastination (breaking tasks down into small steps), and becoming an effective person. (This section is helpful primarily to individuals who work in an office setting.)

For more information, write to CareerTrack Publications, 1755 38th Street, Boulder, CO 80301-2639 or call (303) 440-7440. In addition, a copy of **Getting Things Done** is available at the Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA 15044-9644. ❑

One Minute Manager * Goal Setting

A = ACTIVATORS
B = BEHAVIOR
C = CONSEQUENCES

Activators are those things that have to be done by a manager before an employee can be expected to accomplish a goal.

- If goals are not set, chances are low that people will do what is expected of them.

Behavior is what a person says or does.

Consequences are what a manager does after an employee accomplishes a goal.

- Responses managers give to employees when they perform or attempt to perform a task.
- Praising is an example of a positive consequence or response.
- Reprimand is an example of a negative response.
- Consequences must be appropriate and cannot depend upon how the manager feels that day.
- Reprimands are only appropriate for winners because managers can end them with a praise from past performance history.
- Reprimands cannot be used effectively with people who have no past performance history and who are learning to perform; in these cases, the best response is to go back to goal setting if the behavior is not contributing toward achieving the goal.
- When you end a reprimand with a praise people think about their behavior not your behavior.

If a person:

Can't do something (training problem):	Go back to goal setting.
Won't do something (an attitude problem):	Reprimand.

4. Desired behaviors must be stated in behavioral terms so they can be observed or measured.

- Managers must be able to observe or measure someone's performance to determine if the behavior is contributing toward attainment of the goal or taking away from goal achievement.

5. Performance is determined mainly by consequences.

- 75 to 85 percent of what influences performance comes from consequences.

6. Performance is somewhat determined by activators like goal setting.

- 15 to 25 percent of what influences performance comes from activators.

The ABC's of Management: A Summary

	A	B	C
The term:	ACTIVATOR	BEHAVIOR	CONSEQUENCE
What it means:	What a manager does before performance	Performance: What someone says or does	What a manager does after performance
Examples:	***One Minute Goal Setting*** • Areas of Accountability • Performance standards • Instructions	• Writes report • Sells product • Comes to work on time • Misses deadline • Types letter • Makes mistake • Fills order	***One Minute Praising*** • Immediate, specific • Shares feelings ***One Minute Reprimand*** • Immediate, specific • Shares feelings • Supports individual ***No Response***

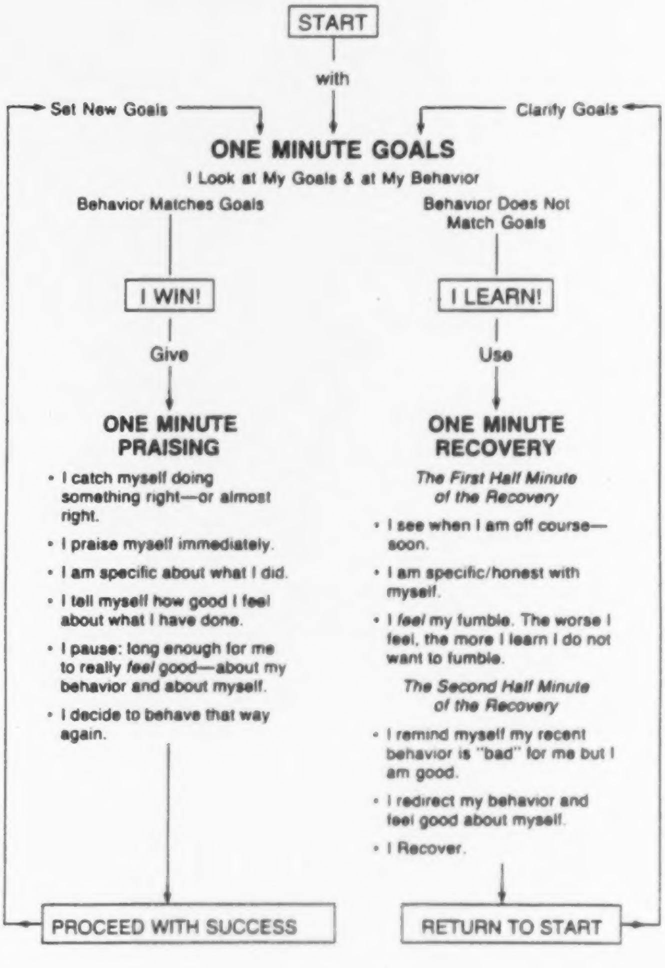
* Blanchard, K. & Lorber, R. 1984. Putting the One Minute Manager to Work, New York: Berkley Books.

One Minute Teacher*
One Minute Goals

A very brief summary of

THE ONE MINUTE TEACHER'S GAME PLAN

How to Teach Others to Teach Themselves


START
with
Set New Goals
Clarify Goals
ONE MINUTE GOALS
I Look at My Goals & at My Behavior
Behavior Matches Goals
Behavior Does Not Match Goals
I WIN!
I LEARN!
Give
Use
ONE MINUTE PRAISING
ONE MINUTE RECOVERY
PROCEED WITH SUCCESS
RETURN TO START

ONE MINUTE PRAISING

- I catch myself doing something right—or almost right.
- I praise myself immediately.
- I am specific about what I did.
- I tell myself how good I feel about what I have done.
- I pause: long enough for me to really *feel* good—about my behavior and about myself.
- I decide to behave that way again.

ONE MINUTE RECOVERY

The First Half Minute of the Recovery

- I see when I am off course—soon.
- I am specific/honest with myself.
- I *feel* my fumble. The worse I feel, the more I learn I do not want to fumble.

The Second Half Minute of the Recovery

- I remind myself my recent behavior is "bad" for me but I am good.
- I redirect my behavior and feel good about myself.
- I Recover.

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One Minute Teacher
Goals Recovery

When a behavior does not match the goal:

- Identify specifically what went wrong.
- Identify what is preventing the behavior necessary to attain the goal.
- Redirect efforts toward the desired behavior.

:01* *My One Minute Recovery: A Summary*

The One Minute Recovery works well for me when:

The first half of the minute:

1. As soon as possible I see when my behavior does not match my goal.
2. I tell myself *specifically* what I did wrong—what is keeping me from teaching myself what I want to learn.
3. I am silent for a few seconds to quietly *feel* my "fumble." The more uncomfortable I feel, the more I want to recover.

The second half of the minute:

4. I remind myself that my behavior is not good right now, but that *I am good*. I redirect my behavior and feel good about myself. I do not defend my behavior, even to myself.
5. I teach myself what I want to learn. I change my behavior and recover.

---

* Johnson, S. & Johnson, C. 1986. The One Minute Teacher. New York: William Morrow.

C.2. Employability Portfolio

- An employability portfolio is a way to discover, document, and develop employability skills.

- Portfolios contain evidence of attainment of employability skills in academics, personal management, and teamwork.

- Portfolios should begin with a statement of personal, education, and career goals.

- Portfolios can include education records, certificates of achievement, personal journals, samples of specific skill-related work, and letters of reference or recommendation.

- Portfolios provide a means to measure progress made toward the attainment of goals.

- Portfolios can measure progress made in specific skill areas.

- Portfolios can be used to identify career interests and record job search efforts.

- Portfolios can provide a basis for developing resumes.

- Portfolios should be upgraded on a regular basis as learners develop new skills, form new goals, or expand career interests.

The Employability Skills Portfolio

To demonstrate their value to future employers, Michigan students are learning to "discover, document, and develop" their skills.

PAUL STEMMER, BILL BROWN, AND CATHERINE SMITH

Students in school today may change careers as many as seven times during their lifetime. Each of the authors has changed jobs and career settings in the last decade. We use resumes, published papers, and personal letters of reference to document what we can do. Clearly, the workplace is demanding more from us than it did 10 years ago — and asking for more evidence that we can get the job done. Michigan is trying to prepare students for this type of workplace. During the 1990-91 school year, Michigan schools piloted an innovative portfolio approach to enable students to discover, document, and develop their employability skills.

The Portfolio Concept

As the first step in developing the portfolio idea, the Michigan Employability Skills Task Force — including leaders from business, labor, government, and education — determined the general skills that every student should have, not only for entry-level jobs but for jobs at all levels (see fig. 1). Then a subcommittee developed a prototype for the portfolio. The Employability Skills Portfolio (ESP) consists of:

- an Academic, a Personal Management, and a Teamwork folder;
- a Parent Guide for developing a student portfolio;
- a Portfolio Information Guide for students and teachers;
- an Employability Skills Summary Sheet for use in job interviews.

The portfolios contain evidence of students' attainment of employability skills in academics, personal management, and teamwork. A completed portfolio might hold numerous school records, personal journals, school awards and honors, sample schoolwork, and student-made resumes. Evidence of the academic skill of "writing in the language in which business is conducted," for instance, might include a letter from a past or present employer. To show that he or she can "work without supervision," a student might include a personal career plan or a letter of recommendation from a teacher. As an example of a teamwork skill such as "actively participating in a group," a student could include documentation of membership in one or more organizations.

The basic premise of the profile is that learning is a lifelong process.

The basic premise of the profile is that learning is a lifelong process. Students upgrade their portfolios as they gain new or more advanced skills. ESP has no boundaries, neither setting a ceiling on the highest skills a student should complete nor minimum levels. Not an improved sorting system, ESP encourages students to recognize successes, seek opportunities to fill gaps in skills, and gain confidence in preparing for work.

Because there was little precedent (only Colorado[1] had established a similar project in 1983), it took us two years to prepare for the first-year pilot.

The Pilot's First Year

During the first year, state grants enabled districts to: (1) begin creating standard definitions for a quality portfolio, (2) identify training and resource needs, and (3) gain input from the business community.

The Intermediate School Districts (ISD) served as funding points, offered training resources, and helped choose local districts that were representative of the state in geography, racial/ethnic balance, and per-pupil revenue. The 22 districts chosen varied in size from a total student population (K-12) of 945 to more than 130,000. Per-pupil operating revenues varied from about $3,000 to more than $4,500. More than 5,000 students participated, from grades 6 through 12, in regular, special, and vocational education. Because Michigan is a large, populous state, we held regional

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orientation workshops to give each pilot site a vision for the process.

Use of the Portfolio

Districts generally had encouraging results as they introduced the portfolio concept to students in the pilot phase. No district implemented the entire process during the first year. Some districts, for example, focused instruction on the need for academic skills in the workplace, through writing assignments or newspaper clippings. Other districts stressed curriculum issues, while others emphasized counseling.

FIGURE

EMPLOYABILITY SKILLS PROFILE

ACADEMIC SKILLS

- Read and understand written materials
- Understand charts and graphs
- Understand basic math
- Use mathematics to solve problems
- Use research and library skills
- Use specialized knowledge and skills to get a job done
- Use tools and equipment
- Speak in the language in which business is conducted
- Write in the language in which business is conducted
- Use scientific method to solve problems

PERSONAL MANAGEMENT SKILLS

- Attend school/work daily and on time
- Meet school/work deadlines
- Develop career plans
- Know personal strengths and weaknesses
- Demonstrate self-control
- Pay attention to details
- Follow written and oral instructions
- Follow written and oral directions
- Work without supervision
- Learn new skills
- Identify and suggest new ways to get the job done

TEAMWORK SKILLS

- Actively participate in a group
- Know the group's rules and values
- Listen to other group members
- Express ideas to other group members
- Be sensitive to the group members' ideas and views
- Be willing to compromise if necessary to best accomplish the goal
- Be a leader or a follower to best accomplish the goal
- Work in changing settings and with people of differing backgrounds

The most common activity was to document the student's Employability Skills in existing Education/Employability Development Plans. These plans — created by students, usually with involvement by parents and counselors — explore career and college options, map out courses and schedules, and summarize interests and aptitudes.

One promising idea had local business representatives review portfolios and provide each student with feedback — the ultimate in authentic assessment for this project. Employers were invited to the school in a mock interview setting. After reviewing students' portfolios, they evaluated the contents and indicated whether the students would qualify for jobs in their companies. Employers also gave students tips on improving their skills and documentation and also indicated their areas of strength and weakness.

Students also conducted interviews with workers, gave oral reports, and made presentations to the class on educational and personal management and skill requirements for various jobs and careers. At some schools, groups of students visited businesses, with teachers providing follow-up pointers back in the classroom.

Sites that had students actually begin developing portfolios reported considerable support from teachers, particularly as they saw positive effects, such as increased motivation, more interest in schoolwork, and increased self-esteem. Some schools promoted the portfolio through posters, assemblies, and newsletters. While teachers gave general directions about the portfolio process, they created their own structures and processes to help students develop portfolios. For example, teachers might put a "P" on students' work to indicate that it should be placed in their portfolio, or they might say something like, "This is good work; you should save this as an example of your skills."

Not an improved sorting system, the portfolio project encourages students to recognize successes, seek opportunities to fill gaps in skills, and gain confidence in preparing for work.

To introduce the portfolios to all students in a particular grade, most schools selected a teacher who taught all the students, such as a 9th grade English teacher. Essays and papers about career search findings were placed in the students' portfolios. Other examples of materials students put in their portfolios included recognition awards, schoolwork, achievement test scores, performance appraisals from teachers, transcripts with class descriptions and grades for related classes, photographs or videotapes of completed projects, awards, news articles, letters from past/present employers, and so on. Often new awards — for example, for teamwork

— were devised with the intent that students could place them in their portfolios.

Some schools chose to maintain the portfolios on school premises — in classroom filing cabinets, small portable file holders (like "milk crates"), or in the library. Physical storage problems and concern with security of materials were common in teams using this approach. Schools that let students maintain their own portfolios fostered greater feelings of student ownership and did not report storage or security problems. One concern that did arise was that students were compiling materials that might not be perceived as relevant to employers. This presented a challenge to teachers, who had to find a means to help students understand the kinds of information that were important to include, while the students actually maintained control of the contents of the portfolio.

Generally, schools that focused on students rather than on system planning were more successful in implementing the portfolios.

Involvement by Teachers, Parents, and Businesses

Teachers became involved in the project as part of planning committees in each district; beyond this core group, teacher participation varied by district. In some, the pilot teams simply introduced the concepts and activities, letting their successes intrigue other teachers. In others, Employability Skills teams made presentations to staff at regular meetings or integrated the concept into school improvement team planning. One district developed performance contracts for the Employability Skills project.

If successful, the project will empower students to succeed in work or college, using an accurate portfolio displaying their accomplishments.

Efforts to involve parents varied in effectiveness. A few districts developed particularly strong approaches through use of the Employability Skills Parent Guide. This guide explains the portfolio concept to parents with many suggestions for how to motivate their children to do their best. For example:

- *Give children responsibilities* at home to foster self-reliance, industriousness, resourcefulness, and routines for work.
- *Teach children to plan ahead* by requiring them to place schoolwork and household chores before play.
- *Learn about the school's expectations and practices* by talking directly with the principal and teachers, observing classrooms, and talking with other parents.

Many parents participated in interviews, gave class presentations about their jobs, wrote letters of support, and attended special training sessions. While the response from parents was positive, most districts reported the need for more ways to involve them.

To involve local businesses, many pilot sites integrated the project into existing partnerships through presentations, field trips, job shadowing, and job placement interviews. Stronger outreach efforts included the creation of a business advisory group to work with schools in developing Employability Skills and the hiring of a part-time Employability Skills Coordinator. Other activities included planning for linkages between "Tech Prep" partnerships (between schools, businesses, and community colleges) and asking local business leaders to discuss employability skills from their perspectives with the school board, teachers, and in the classroom.

Each portfolio validated by an employer confirms that school does prepare students well.

Emerging Issues

As a result of the first year's pilot, we know several issues we need to address. First, future orientation workshops must emphasize how educators can enlist greater involvement from parents and businesses. Getting educators, parents, and business leaders to work together as a team will be a major goal of the second year.

Another goal is to create a meaningful scoring system that will give useful feedback to the state and the local district for program evaluation and school improvement. Educators and employers need to use a sample of portfolios in developing standards for a scoring system.

Clearly, more training in a variety of assessment strategies also needs to be part of the second-year workshops. Many districts have extensive assessment programs in place. One pilot goal was to integrate them into the portfolio so that students understand the test results they place in their own portfolio. No district addressed this problem fully.

Creating Winners

The goal of the Employability Skills Profile is to help the youth in our state to develop strong employability skills, whether they plan to work during the school year, immediately after graduation, or after college. If successful, the project will also empower students to succeed in work or college, using an accurate portfolio displaying their accomplishments. The ESP system embraces the vision that all students can learn and that learning is lifelong. Each skill documented is another success in the student's growing sense of capability. Each portfolio validated by an employer confirms that school does prepare students well. Harold Hodgkinson (1987) summarized our task in a report to the state: "We must change from a model that picks winners to one that will create winners." □

[1] Richard Hulsart, consultant from the Colorado Department of Education, was helpful in assisting us with initial planning. He continues to head the employability portfolio project in Colorado.

[2] H. Hodgkinson. (1987). *Michigan: The State and Its Educational System*. (Washington, D.C.: Institute for Educational Leadership, Inc.).

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Employability Skills Profile

The Michigan Employability Skills Task Force developed the Employability Skills Portfolio to outline general skills needed for employment (Stemmer, P., Brown, B., & Smith, C., 1992). It is recommended that learners use the following skills as a basis for the development of an employability portfolio,

Academic Skills

- Read and understand written materials.
- Understand charts and graphs.
- Understand basic math.
- Use math to solve problems.
- Use research and library skills.
- Use specialized knowledge and skills to get a job done.
- Use tools and equipment.
- Speak in language in which business is conducted.
- Write in language in which business is conducted.
- Use scientific method to solve problems.

Personal Management Skills

- Attend school/work daily and on time.
- Meet school/work deadlines.
- Develop career plans.
- Know personal strengths and weaknesses.
- Demonstrate self-control.
- Pay attention to details.
- Follow written and oral instructions,
- Follow written and oral directions.
- Work without supervision.
- Learn new skills.
- Identify and suggest new ways to get the job done.

Teamwork Skills

- Actively participates in a group.
- Know the group's rules and values.
- Listen to other group members.
- Express ideas to other group members.
- Be sensitive to the group members' ideas and views.
- Be willing to compromise if necessary to best accomplish the goal.
- Be a leader or a follower to best accomplish the goal.
- Work in changing settings and with people of differing backgrounds.

Focus: Recording Your Achievements

Introduction

Do you keep track of your career and personal accomplishments/successes? Are you a self-evaluator? Are you truly aware of your skills and abilities?

Whether you are attending school, have a full-time job, and/or are involved in personal/community activities, you should take a few minutes at the end of each day to record your daily accomplishments. The information you record can be beneficial to you in many ways.

For example, your weekly achievement list can help you:

- **Prepare** your job-search materials (resume and cover letter) and assess your educational and work-related accomplishments.
- **Keep** track of the real-life examples you obtain from your various activities. These examples can be used effectively in an interview situation.
- **Improve** your employment security and work towards promotions by having a record of your successes and by updating your employer about these successes.
- **Chart** your growth professionally and personally and understand your strengths and weaknesses.
- **Organize** your current and future goals and objectives.
- Put yourself on the offensive and gain greater control of your career and personal development.

Guidelines

1. **List** all of your accomplishments--big or small.
2. **Complete** the exercise every day and make sure each day has at least one entry.
3. **Evaluate** your accomplishments/performance at the end of each week.
4. **Use** whatever tool is convenient or affordable to record your information. A notebook will work just as well as a computer for your weekly list.

Example #1 - School

Monday, February 6, 1995 – Prepared a five-minute speech on my view of the health-care situation in the U.S.

Tuesday, February 7, 1995 – Presented speech to class of 17 people. I did it!

Wednesday, February 8, 1995 – Finally...I am comfortable with multiplying fractions.

Thursday, February 9, 1995 – Dropped kids off at school, did household chores, and made it to school on time.

Friday, February 10, 1995 – Started brainstorming topics for next week's speech.

Weekly Evaluation – Balanced a busy schedule, gained a better understanding of math assignments, and overcame fear of public speaking. However, I plan to improve my eye contact and delivery.

Example #2 - Work

Monday, February 6, 1995 – Wrote article for monthly staff newsletter.

Tuesday, February 7, 1995 – Stayed late after work to help with Smith account.

Wednesday, February 8, 1995 – I'm starting to really improve my knowledge of Windows 3.1.

Thursday, February 9, 1995 – Stayed on track and remained organized despite busy schedule and distractions.

Friday, February 10, 1995 – Received thank-you note from XYZ Corporation's department manager.

Weekly Evaluation – All short-term goals were accomplished. I need to gain more knowledge of desktop publishing--start next week. Good job!

Example #3 - Personal/Community Activities

Monday, February 6, 1995 – Hosted cub-scout meeting.

Tuesday, February 7, 1995 – Balanced check book using computer.

Wednesday, February 8, 1995 – Stripped/refinished dresser cabinets.

Thursday, February 9, 1995 – Attended church council meeting.

Friday, February 10, 1995 – Attended CPR training course.

Weekly Evaluation – Completed all scheduled activities. Also, I think I would like to learn more about computer operations.

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Mapping Your Career Path

John Wareham, founder of the executive search firm Wareham Associates and author states, "The challenges are to map a career path that allows you to support yourself and express yourself. The ideal is to derive income from work that you love. Most people seldom try to do this."

If you are considering your career options, use the following questions to begin the exploration of your potential career path:

1. What are your personal interests?

2. What talents or special skills do you possess?

3. Are you a creative person?

4. Do you enjoy challenges?

5. What types of activities would maintain your interest?

6. Can you work in pressure situations and with many set deadlines?

7. What types of hours/schedules are you willing to work?

8. Do you prefer to work alone or with a team?

9. Do you enjoy having contact with the public?

10. What causes do you support?

11. Does the idea of starting your own business and dedicating yourself to a business excite you?

12. What are your greatest strengths and weaknesses?

13. Do you have a support network (family and friends) to help you?

14. What financial assistance is available to you?

15. What educational and employment-related assistance is available to help you identify and plan your career goals?

16. Where do you see yourself in three years, five years, ten years, and twenty years?

17. List the types of activities that would make you truly happy, productive, and secure.

Don't expect to have a plan or even a solid idea immediately. This is the beginning of your exploration. Take the time needed to make the right decisions for the right reasons.

C.4. Job Search
Key Concepts

A Job Search Must Begin with the Answers to Several Questions.

1. What are the jobs or careers that would give me a chance to use my best skills in a field that I am most interested in?
2. What kinds of organizations or businesses employ people in these jobs or careers?
3. Among those organizations or businesses, which do I particularly like and dislike?
4. Among those organizations and businesses I like:

- What needs do they have or outcomes are they trying to produce that my skills and experience could satisfy?

Once a direction or focus has been identified, a job search strategy can be developed.

- Job seekers must be able to market themselves at all times.
- Job seekers must never stop building contacts.
- Job seekers must continually educate themselves about the current job market.

The Five Least Effective Methods of Finding a Job

Using computer bank listing.
- This doesn't lead to a job for 96 out of every 100 job-hunters who try it.

Answering local newspaper ads.
- This doesn't lead to a job for 75 to 95 out of every 100 job-hunters who try it.

Going to private employment agencies.
- This doesn't lead to a job for 75 to 95 out of every 100 job-hunters who try it.

Answering ads in professional or trade journals.
- This doesn't lead to a job for 96 out of every 93 job-hunters who try it.

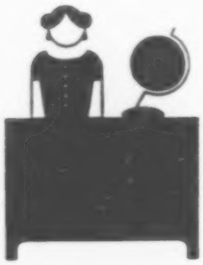
Mailing out resumes by the bushel.
- This doesn't lead to a job for 92 out of every 100 job-hunters who try it.

What Are The Most Effective Job-Search Methods?

Informal - 63%
Networking with personal contacts and direct contact with employers

Want Ads - 14%
Newspaper and on-line computer networks

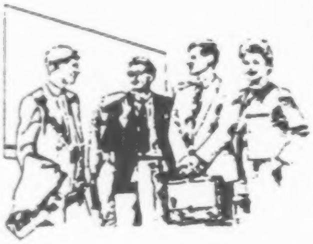
Employment Agencies - 12%
Both public and private agencies



Other - 11%
Civil Service tests, job fairs, school-placement offices, etc.

Source: A study conducted by the U.S. Department of Labor [illegible] Feb 1995

Getting The Word Out



A report by the Department of Labor once asked several thousand employed individuals how they obtained their jobs. The results of the survey revealed that:

- 48 percent found their jobs through family, friends, and acquaintances.
- 25 percent obtained employment from cold contacts. (Going to the employer and inquiring about employment opportunities.)
- 6 percent secured jobs through the placement services at their schools.
- 5 percent used the help-wanted advertisements in the newspaper.
- 3 percent obtained employment through public-employment agencies.
- 1 percent secured jobs through private-employment agencies.
- 13 percent used a combination of approaches to find employment.

Most job seekers who read these statistics for the first time are surprised. The findings reveal some interesting points that today's and tomorrow's job seekers must remember about most employers' hiring practices. For example, most employers would prefer to:

- **Hire** people they know or people who are recommended by coworkers or friends.
- **Consider** job seekers who have made an effort to find employment before job openings become available. Also, these job seekers stand out because they get ahead of the stacks of resumes that are common when word of a job opening is released to the general public.
- **Advertise** job openings "in-house" before using help-wanted advertisements or an employment agency.

These hiring practices require job seekers to become skilled at "getting the word out" about their abilities--networking. Unfortunately, many job seekers are uncomfortable with their situations and would rather not advertise that they are looking

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for employment. Often the only area of focus is the help-wanted sections or employment agencies which together only amount to nine percent of all successful job hires.

If you are conducting a job search, try to include as many people as possible in your network. Nearly everyone can be of some help. You can use networking to obtain advice for conducting a job search, to receive a potential job lead, or to have someone who will listen to your successes and difficulties.

By showing that you are dedicated to your job search and will work hard, most people you talk to will feel a special interest in providing you with assistance. As long as you are not overly persistent or not contacting people at inconvenient times, you will find that most people truly want to help you with your job search.

Where can networking take place? The job seeker should find ways of networking in almost any place or situation. *For example, networking can take place:*

- In the classroom.
- At little league games.
- During social gatherings.
- At the job service.
- During telephone conversations with friends.
- At the grocery store.
- At church events.
- During a visit to the doctor's office.
- At the bank.

(Basically, you can network just about anywhere.)

The job seeker really needs to be marketing himself/herself at all times. The idea is to never stop building contacts. In addition, you are educating yourself about the current job market. You are promoting yourself/abilities, getting out of the house, and making things happen for yourself.

Lastly, once you build your network of people interested in your job search, be sure to stay in touch with these individuals. Make sure they have an updated copy of your resume and call them occasionally to update them on your progress.❑

Job-Search Resources

The following publications can help you prepare a successful job-search campaign and can be found in your local library or book store:

The Job Hunter's Manual, Addison-Wesley

How To Write Better Resumes, Adele Lewis

Job Hunting Handbook, Harry S. Dahlstrom

Where Do I Go From Here With My Life?, John C. Crystal and Richard Bolles

One on One, Theodore Pettus

What Color Is Your Parachute?, Richard Bolles

The Job Market, Richard Lathrop

A Job Hunter's Handbook, Elliott Bernstein

Guerrilla Tactics In The Job Market, Tom Jackson ❑

Finding Out About Yourself

Before you begin to design your job-search materials and to meet with potential employers, you need to collect various pieces of information about yourself that will help you present your best personal features/accomplishments during the job search. This exercise will help you organize statements and facts that will form the foundation of your job-search materials and of the information you highlight during each interview.

While gearing your answers to meet the needs of the employer/job is important, try to record all of your initial ideas/responses. You can edit and sort out the most relevant at a later time. Please answer each question:

1. What skills do you have that employers would consider valuable?
2. What talents, abilities, and interests do you have?
3. What motivates you to work and makes you proud of your achievements?
4. What educational and work experiences do you currently possess?
5. What personality traits (temperament and attitude) do you have that would be beneficial to an employer?
6. What special knowledge or skills have you acquired that can enable you to stand out from other job seekers?
7. What are your most valued achievements/accomplishments in life?
8. What is your view on work (your work ethic)?
9. Do you like to work with people?
10. What is the best work environment which enables you to be productive?
11. Do you like helping people, working with information, collecting data, or utilizing tools/machinery?
12. Are you willing to move to find employment?
13. What type of organization would interest you?
14. Have you considered self-employment possibilities?
15. What is the lowest yearly salary that you can accept?
16. Are you willing to take responsibility for your decisions and to be accountable?

Do your answers match the requirements of the occupations/career fields that are of interest to you? Use these answers as a starting point for writing your resume. ✍

Helpful Publications For Researching Career Fields and The Job Market

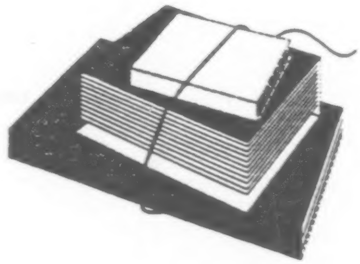
The following list of publications (both government and private) can be found at area libraries, job centers, career-development programs, or directly from the agency or publisher. The information is useful for obtaining data on careers, education, industries, employment outlooks, growth trends, relocation, salaries, populations, unemployment rates, and the costs of living.

If you are a new job seeker or are reentering the job market, these resources can be of great benefit to you in your job search and in obtaining employment:

Occupational Outlook Handbook - Lists hundreds of jobs and provides information on employment outlooks, working conditions, duties, qualifications, and job growth potentials. Publisher: U.S. Department of Labor's Bureau of Labor Statistics

Occupational Outlook Quarterly - Provides trends and outlooks for different sectors of the economy and individual occupations. Also features selected job areas that show potential for growth or that are innovative/unique. Publisher: U.S. Department of Labor

Projections 2000 - Includes projections of the U.S. economy and labor force. The information is highly detailed. Publisher: The Department of Labor's Bureau of Labor Statistics



State and Metropolitan Area Data Book - Lists statistical data from many public and private agencies and includes unemployment rates, rate of employment growth, and population growth for every state. It also highlights data on employment and income for metropolitan areas across the country. Publisher: U.S. Department of Commerce

White-Collar Pay: Private Goods-Producing Industries - Features salary information for a variety of white collar jobs. Publisher: U.S. Department of Labor's Bureau of Labor Statistics

AMS Office, Professional and Data Processing Salaries Report - Highlights salary distributions for 40 different occupations. The information is subdivided by company size, type of business, region of the country, and 41 different metropolitan areas. Publisher: Administrative Management Society, Washington, D.C.

American Salaries and Wages Survey - Includes detailed information on salaries and wages for thousands of jobs. The information is organized by geographic location. Cost-of-living for various areas, total numbers of individuals employed in each occupation, and projected job trends and changes are also given. Publisher: Gale Research, Detroit, MI

American Almanac of Jobs and Salaries - Lists information on wages for specific occupations and career fields. Trends in employment and wages are also listed. Publisher: Avon Books, NY

Once you have decided on a particular occupation, industry, and geographical area, you need to find a company that could employ individuals with your interests. There are a variety of publications that list information about employers which is beneficial to job seekers. The highlighted information lists companies by industry, location, size, product/service, and contact people. Also, the lists include addresses and telephone numbers.

Continued on page eight

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Here is a sample of various publications that provide employer information:

The Job Bank Series (Bob Adams Inc., Holbrook, MA)

The Job Hunter's Guide to 100 Great American Cities (Brattle Communications, Latham, NY)

Macrae's State Industrial Directories (New York, NY)

National Business Telephone Directory (Gale Research, Detroit, MI)

Thomas Register (New York, NY)

America's Fastest Growing Employers (Bob Adams Inc., Holbrook, MA)

The Hidden Job Market: A Guide To America's 2000 Little-Known Fastest Growing High-Tech Companies (Peterson's Guides, Princeton, NJ)

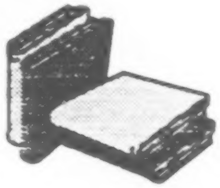
Standard and Poor's Register of Corporations, Directors, and Executives (New York, NY)

In addition to these publications, professional and trade associations can help you identify areas of job growth, information on companies, and specific career-related information. Some publications that list these associations are:

Encyclopedia of Associations - Lists 22,000 professional, trade, and other non-profit organizations in the United States. Publisher: Gale Research, Detroit, MI

Career Guide To Professional Associations - Lists more than 2,500 professional associations and is geared to the job seeker. Publisher: Garrett Park Press, Garrett Park, MD

For additional information, the U.S. Department of Labor's Bureau of Labor Statistics prints various publications and collects national and local employment statistics and wage information. For more information, contact the regional office in Philadelphia at (215) 596-1154. ✍



Adapted from the Job Search Guide: Strategies for Professionals U.S. Department of Labor, Employment and Training Administration.

Job-Search Assistance...Choose Carefully.

Unfortunately, when employment is difficult to find in the job market, a large number of career-counseling businesses and job-listing services begin to appear...almost miraculously. While many such agencies may be legitimate and straightforward, there are some agencies that are only in business to exploit the job seeker. This article will provide you with tips on how to avoid career-counseling businesses that do not have the job seeker's best interests in mind.

The first point a job seeker should realize is that there are many fine and reputable organizations that provide job-search assistance. For example, employment agencies and temporary services are in business to find you--the job seeker--employment. There are basically two types of employment agencies--private employment agencies and government-sponsored agencies.

While the government-sponsored employment agencies do not charge the job seeker for finding employment, the private agencies charge a fee which is paid by the new employer or the person receiving employment. However, a reputable private agency will only charge you after you have successfully secured employment from the use of their services.

With a temporary service, individuals are placed in short-term positions. The temporary service earns a percentage of your wages only when you are working on a job that the service has secured for you. This type of agency makes no money when you are not working.

Finally, there are a great number of non-profit and government funded projects (Department of Education, Department of Labor, Job Training Partnership Act, Single Point of Contact, Office of Vocational Rehabilitation, etc.) that provide unemployed and underemployed individuals with job-search skills' training and job-placement assistance and that do not charge a fee to eligible individuals.

Know exactly what you are receiving for your money and make sure that you have this information in writing.

A majority of the services available to job seekers provide helpful and honest assistance. However, job seekers need to be aware of the few "rotten apples" that exist in the area of career counseling or job-search assistance.

Realizing that unemployed individuals are in a vulnerable position and need assistance, certain agencies target job seekers and charge them a fee for a variety of services such as access to the hidden job market, job-search training, and career-counseling. These organizations are different from employment agencies that charge a fee only if they secure employment for a client. At career-counseling firms or job-listing services, a fee is charged before any services are provided, and the fee is non-refundable.

While not promising employment, these agencies give the job seeker the impression that he/she will find employment and will remain a priority to the agency until a job is found. Once they have your money and provide job-search counseling sessions, job-search materials, and/or employment listings, their commitment to you is completed.

The services these companies provide and the individuals they target vary. One type of agency, a job-listing service, may charge clients $80.00 (perhaps for a two-month period) to view an "exclusive or special listing of job openings" which supposedly are available before they are announced to the general public. This type of service is mostly targeted at both high-school and college graduates.

These services are cleverly advertised in the help-wanted section of the newspaper and often resemble an actual job listing.

Other questionable agencies, whose markets consist of job seekers, include career-counseling firms. These agencies usually target experienced workers and individuals who have educational training beyond high school. Individuals can be charged several hundred to several thousand dollars for services that are designed to refine their job campaign and locate potential employers who could utilize their particular talents. These services are also advertised in the newspaper's help wanted section.

The bottom-line is that there is no refund--whether you get a job or not. In addition, most of the assistance from these agencies does not give the job seeker a great advantage in the job market.

Here are some suggestions that you can follow to avoid getting trapped by agencies that exploit job seekers:

- **Avoid agencies** that make statements such as: "You should have a job in two weeks", "We can help you tap into the hidden job market", or "Almost everyone we help finds employment." If it sounds too good to be true, it most likely is untrue.
- **Know** exactly what you are receiving for your money and make sure that you have this information in writing. In general, don't pay for any job-placement services from a private agency before you actually receive employment.

- **Ask** to speak with current clients and clients who have secured employment.
- **Avoid agencies** that make an effort to separate potential customers from clients who have already paid a fee. For example, the office area where you inquire about services may have a different entrance or even location than where clients receive training and/or review job-search materials.
- **Find out** how long the company has been in business and ask about the educational background/experience of the staff.
- **Contact the Better Business Bureau** or the state attorney general's office to find out more information about the agency you are considering for career assistance.
- **Don't** sign a contract until you have done your research. How long will they work with you, what services are provided, and how many sessions will be provided?
- **Don't let** the company pressure you into signing a contract or paying money until you are certain that this is the right step for you.
- **Never rely** on one method of conducting a job search. Even if you are working with an agency, you should continue to use a variety of methods such as networking, government employment agencies (no fee for services), classified ads, volunteer work, job fairs, and job clubs to generate job leads and obtain interviews. ✍

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Intensify Your Job Search

Why do job searches seem to take forever? This is a question that is often asked of Janna K. Becherer, head of Career Access, a career counseling organization.

Her first response to that question is, "There is a lot of competition out there, but, at the same time, the job seeker's own behavior also can be a factor...opening doors to personal success."

There are three problem areas that Ms. Becherer believes can lengthen your job search:

- **Lack of focus.** Although being flexible is good, don't come across as vague and unfocused. Telling prospective employers, "I'll take anything," may add months to your job search. Be clear about your goals.
- **Failure to market yourself.** You have to sell yourself (skills, education, and abilities) to get a job. To learn about job openings, actively network. Don't just passively read want ads, and have a carefully targeted resume, not a generic one. Also, prepare in advance and thoroughly practice your interviewing skills.
- **Foot-in-mouth disease.** Don't say damaging things about yourself or others during telephone or in-person interviews. This includes not complaining about a former boss, how unfairly you were treated in your last job, or how no one appreciated you and your efforts. No one wants to hire a dissatisfied person. ❑

Source: Knight-Ridder Newspapers

Developing Your Job-Search Network

"Yeah, I read the classified advertisements everyday...especially Sunday, and I call the local Job Center every couple of weeks. But for some reason, I'm having great difficulty even getting an interview. I really don't know what else to do. There must not be any jobs available."

These are typical comments made by many of today's job seekers. Why do job seekers fall into this trap or rut? Their reasons vary and include:

- Not being aware of the effectiveness of other methods such as networking. (Reminder: Two-thirds of all jobs are secured by communicating with personal contacts.)
- Not being able to admit to other people that they are currently unemployed. This is not the picture of success they want others to see.
- Not being comfortable with communicating to individuals on a personal level. Networking techniques require constant contact with people.

What Is A Network?
A network consists of "all the people you know." These individuals do not have to be close friends; they can even include people you have met only once or twice. (You don't really have to know their names.) In a job search, networking is basically "getting the word out" to helpful contacts (network) about your need for assistance and input. It involves using the telephone, personal contact, and receiving leads and referrals.

Here are some valuable tips that you can follow when preparing and using your job-search network:

- **Let** everyone know that you are seeking new employment opportunities. Don't be ashamed. In today's economy, it is common to be in between jobs. People will relate and sympathize with your situation. They understand that help is often needed.
- **Realize** that you can't do everything yourself. With your preparation and hard work, many people will be more than happy to help you.
- **Introduce** yourself to people; don't wait for someone to start the process.
- **Understand** that networking enables you to obtain information that is not advertised to the public. Remember...most jobs are not advertised. Your network can let you know about job openings before the general public gets the word. What would you prefer...being the only resume on the employer's desk or one of several hundred resumes that arrives after a job is advertised in the local paper?
- **Know** that this approach enables you to communicate on a more personal level. You become more than just a piece of paper. A positive referral from a friend or acquaintance will get the employer's attention and will help you stand out from other candidates. Employers value positive referrals from coworkers, associates, and various individuals they know and respect. This makes their jobs easier and enables them to screen applicants.
- **Change** your normal routine. This doesn't mean that you should ignore people in your current circle of contacts. It does mean that you should creatively expand your network and search for new possibilities. Find ways of meeting new people. For example, volunteer for an agency that will enable you to network with people who have some knowledge/connections that can move you closer to your goal.
- **Understand** that networking will feel awkward at first. It is not always an easy process to begin, but your confidence and methods will improve quickly with practice. Basically, the worst thing that can happen is that someone will say "no", and the best outcome is securing employment in less time.
- **Look** everywhere for networking opportunities. Every person you meet can be important to obtaining new information or contacts.
- **Know** that developing a network takes time. Relationships, contacts, and trust have to be built or renewed.

- **Be aware that networking is a give and take process. If you are asking for assistance, you need to be caring and responsible enough to help others when they encounter difficulties. Your assistance will not only benefit others...it will reinforce your credibility.**
- **Keep** in touch with people in your network. Remaining in contact with these individuals on a regular basis is important during your job search as well as after you have secured employment. You never know when you may need to use the network again.

Getting Ready...
Be sure you are ready to conduct a job search before you begin to ask for assistance. Being prepared and organized will improve your opportunities for achieving successful results.

Before you start networking for job-related information, consider the follow suggestions:

- **Know** what career you are targeting. You will have difficulty helping yourself and receiving help from others if you are not focused.
- **Make** certain that you have the proper education and/or experience to be successful in your chosen career field.
- **Have** a resume or summary available to give to people in your network. Provide people with the tools they need to help you.
- **Set** goals. Break this process down into small steps. You should know how many people you want to contact this week and this month, and you should know what your goals are six months, one year, and five years from now.
- **Believe** in yourself.

Getting Started...
To begin the process of networking, use the following exercise as a starting point:

1. **Identify** people in your network. Get a notebook and list the names of: 10 family members; 10 friends; 10 acquaintances; 10 coworkers (past or present); 10 business contacts/associates (customers, service providers, salesman, etc.); 10 people from your volunteer work experience (if you do not already volunteer--start today); 5 people you know from school; 5 people from local businesses you frequent (grocery store, gas station, department store, etc.); 15 people from social/religious functions (your child's sport activities, clubs, personal hobbies, a party at a friend's house, etc.), and 2 doctors.

Don't get frustrated. In time, your list will grow. Give yourself several days to create a basic list, and you can add new names as you remember potential contacts. The magic of this process is that each person you contact has his/her own network of people who can be contacted. Do you begin to see how this can grow and expand?

2. **Prepare** what you are going to say to people before you contact them. Be aware of what you have in common with each person in your network (job-related, hobbies, beliefs, etc.). Use this information to begin the conservation. Once you are comfortable and have established a natural dialogue, use the last half of the conversation to request assistance. Explain that you are seeking new employment opportunities, mention the specific career field you are targeting, describe your skills and abilities, and ask your contact if he/she can be of assistance in generating employer information and potential job leads. If the individual cannot help you at the present time, ask if he/she can recommend someone who can help and if you can use your contact's name as a referral.

3. **Keep** records of who you have contacted and who you intend to contact. Make notes of your discussions with people. Keep track of any action steps that need to be taken. Follow through on everything that you promise to complete (e.g., making a phone call or attending an interview).

4. **Communicate** (telephone or in person) with people in your network at least once a month. If you are close to certain people, the number of times you contact these people will be greater. You will have to judge for yourself if you are taking up too much of an individual's time. However, be persistent and always update the people in your network about your progress.

5. **Talk** to at least three people each day. Networking is a constant process.

6. **Be** friendly to everyone. You never know who will provide you with some much-needed assistance in the future. ✍

Job Search Guidelines

Be prepared for a long job hunt.

- One out of every three job-hunters is unsuccessful because they abandon the search too quickly.
- A job search typically lasts from 8 to 23 weeks or longer depending on your age, your goals, your location, and the economy.

Two-thirds of all job-hunters spend 5 hours or less on their job search a week.

- If the typical job search takes an average of 30 weeks, at 5 hours a week, that adds up to 150 hours.
- You may be able to shorten the duration of your job search by devoting more hours per week.

Try to visit and meet with employers.

- Face-to-face visits with employers leads to a job for 47 out of every 100 people who try it.

Approach small businesses and organizations.

- Small businesses tend to be expanding, as opposed to large firms that tend to be down-sizing.

Attempt to visit as many employers as possible.

- Job-hunters typically only see 6 employers a month.
- Use every contact you have to help you look for a job.

Have a Plan B for employment in case you can't find your Plan A.

- Develop alternative job or career choices that are of interest to you and that utilize your skills.

Use as many job search methods as possible.

Job Search Plan

1. Develop goals.
2. Focus on those goals.
3. Develop action steps that can be accomplished weekly.
4. Review the plan weekly.
5. Follow-up.

C.5. Decision Making

Steps to Effective Decision Making

Step One: The Question

1. Formulate a question that addresses the issue in the clearest way possible.
2. Make sure the right question has been asked.
3. Identify priorities for the question.

Step Two: The Alternatives

1. Gather information relevant to answering the question.
2. Create many alternative answers to the question.
3. List all possible options and consider all alternatives.

Step Three: The Consequences

1. Evaluate each of the alternatives.
2. Predict the likely outcomes and allow for contingency plans.
3. Consider all possible consequences.

Step Four: The Decision

1. Weigh the possibilities of succeeding with each alternative.
2. Measure the balance between risk and reward offered by each alternative.
3. Consider priorities in terms of alternatives.
4. Don't rush to a conclusion.
5. Consider personal feelings seriously.
6. Make the decision.
7. Recognize, accept, and commit to the decision.

Making Decisions – Involving Family and Friends

What happens when the job you want requires more education and/or training than you have at present? Most likely, you will have to make a series of important decisions. Often, those decisions will not only affect you but will also affect other important people in your life.

That's why we are suggesting that you involve your family and friends in the decision-making process. Their involvement can help you to...

Learn more about your career choice(s).

Family and friends can help you do your research. They can help you locate books, brochures, reports, and articles that support your desire to continue your education and/or training.

Meet with individuals who know more about your career option(s).

People who are friends or acquaintances of your family are more likely to help you because of these relationships. They can offer you specialized information about your career options that may not be found through other sources such as books.

Address problems related to the decisions you have to make.

Ask your family and friends to suggest solutions to your child care, transportation, and financial problems. Although you don't want to impose on them, you may find that they are willing to help you.

Your family and friends can help you with your career decisions if you involve them in the ways suggested. Your job is to let them know that their ideas, opinions, and feelings are important to you. You should also know that they may not always agree with your decisions. Expect and encourage differences of opinion; those differences may help you to be more objective about the career choice(s) you are considering.

Remember that your family and friends (and you) may need time to recognize the benefits of your career decisions. Accept the fact that it does take time to make progress toward your goals. Nonsupporters of your decisions often become avid supporters whenever they see how well you are doing, especially if you maintain a positive attitude.

Know that your decisions can change. You and others can not predict all of the circumstances and events which may affect your career decisions. Sometimes, things happen which may cause you to reevaluate your goals and plans. Never avoid making decisions just because something may change. A good start toward a rewarding job or career begins with the decision to try.

Note: In deciding on the right career path for you, your personal goals and family structure are as important as the qualifications you have and seek; remember that single parents have different demands and responsibilities than two-parent families.

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D. Obtaining Employment
Key Concepts

D.1. Resume Writing

- Resumes should focus on unique talents, skills, and experiences.
- Resumes should be concise and powerfully written.
- Resumes should be clearly written, in a readable format, and professionally presented.
- A resume should be a marketing tool.

D.2. Job Interviews

- Prepare for each job interview by researching the company, how it operates, and the type of position you are interested in.
- After each interview make an effort to send a thank you note.
- Follow-up to restate your interest in the job.
- Be persistent but not overly aggressive.

D.1. Resume Writing

Resume Writing Activity

When writing your resume use action words that relate to your skills, abilities, experience, and work ethic.

Activity

1. Write a short description of a job you might want.
2. Make a list of your skills, education, training, and experience that relate to this job.
3. Use a dictionary and thesaurus to rewrite your list of skills, education, training, and experience—using action words.

Examples of action words:

analyzed
performed
developed
budgeted
produced
expanded
computed
achieved
managed
created
administered
organized
directed
assisted
planned
established
communicated
supervised
maintained
conducted
adapted
operated
designed
accomplished

Basic Resume Format

Cover Letter
Name and address.
Introduction stating objective or profile of job seeker.
Education and training.
Job experience, chronologically as it relates to objective.
Activities and interests.
References—do not attach, simply state they will be furnished upon request.

The Ingredients of a Good Resume

This is the second part of last month's STUDENTaccesspage which will focus on typical questions that are asked about resume writing and what information should be included in a resume. As stated in part one of last month's article, each resume requires special considerations and should best reflect the unique talents, skills, and abilities of the job seeker. Use part one and two as a reference when you are preparing your resume.

Should I ever include my picture on or with my resume?

Unless you are applying for an acting position or a job as an on-air talent (television), never include your picture in a resume. With the many cost-effective and attractive print capabilities of a computer/laser printer, some resume services may try to market this format which includes your picture on the front page of the resume. In general, employers do not welcome this format. Remember, you only need to highlight your skills, experience, and education on the resume. The focus is your ability to meet the various job requirements.

What information is appropriate to include in the Activities or Personal Interest Section of my resume?

Include information that shows your interest and participation in community-related activities. Examples can include volunteer work, parent-teacher organizations, and the Lions Club. Highlight any activities or hobbies that may relate to the job you are targeting (e.g., a writer's club or computer-networking group). Also, briefly mentioning any interest in personal health and fitness can be a welcomed addition to this section of the resume (e.g., bicycling, jogging, aerobics, or CPR training). Avoid listing information that may not positively enhance your consideration for employment by an employer. Unlike the work and education experience sections of the resume, this section does not have to be included in your resume. However, if done correctly, this section can help sell your abilities to the potential employer.

Should I include my salary expectations on the resume?

No. Avoid listing or discussing salary expectations until you have received a job offer. If you disclose your salary expectations too early, you could price yourself out of a job before you even get a chance to meet the potential employer.

How many pages should be included in my resume?

You should be able to highlight all of the information that will interest the employer on one page. Using two pages is also acceptable. However, if you need to use two pages, try to make sure that at least half of the second page contains written information. (Keep in mind that most employers have a limited amount of time and have many resumes to review. Don't be too wordy.)

What type and color of paper are appropriate for printing my resume?

Use a quality linen-finished or rag paper. This paper will convey a professional image and will help the print/ink stand out. Make sure the paper weight is between 20 and 25 pounds and the dimensions of the paper are 8 1/2 X 11. As for color, it is in your best interest to use a light color such as white, cream, ivory, or gray. While it is your objective to get the employer's attention, don't shock him/her with bright or neon colors. (In addition, make sure that you use the same paper stock for printing your cover letter which will accompany your resume.

Do I need to include my social security number on the resume?

This is not necessary. The employer may ask for this at a later date, but it does not have to be included on the resume.

Should I include the reasons for leaving a previous place of work?

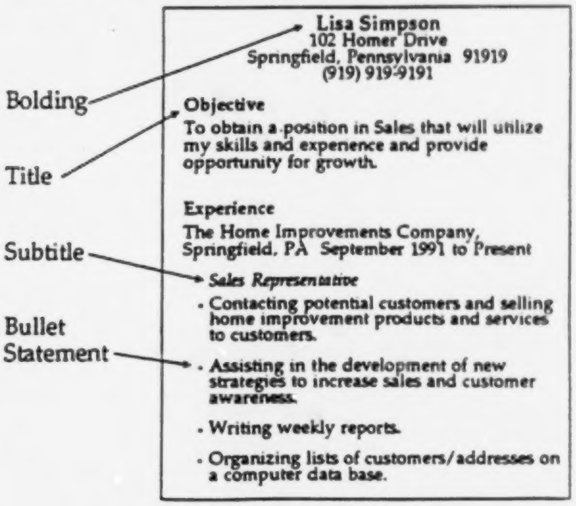
Definitely not. The resume should remain positive. Leave this subject for the interview. (If the employer asks you this question during the interview, do not talk negatively about your former employer or coworkers. Again, remain positive and highlight your abilities.)

What are some helpful suggestions that can "spice-up" my resume and can help my resume stand out?

If it applies and/or is possible in your situation...

- Have your resume prepared using a good word-processing program (i.e., WordPerfect) and a laser printer. Your resume will look professional, and you can easily save your resume in the computer and can revise it for special situations or updates.

Resume Example (Improving Readability)



Bolding
Title
Subtitle
Bullet Statement

Lisa Simpson
102 Homer Drive
Springfield, Pennsylvania 91919
(919) 919-9191

Objective

To obtain a position in Sales that will utilize my skills and experience and provide opportunity for growth.

Experience

The Home Improvements Company,
Springfield, PA September 1991 to Present

Sales Representative

- Contacting potential customers and selling home improvement products and services to customers.
- Assisting in the development of new strategies to increase sales and customer awareness.
- Writing weekly reports.
- Organizing lists of customers/addresses on a computer data base.

- Indicate on the resume that you are willing to consider relocation and travel. This shows the employer that you are serious about your career.
- Include any foreign languages that you may know. In a global marketplace, this skill could be very important to a company.
- Use titles, subtitles, and bullet statements to improve readability. Use bolding, italics, and underlining sparingly; use these tools to make the most important pieces of information stand out. (See example.)
- List military service or security-clearance information. Depending on the employer and your experience, this information could help you in obtaining an interview.

Do I need to print "References Available Upon Request" at the end of the resume?

This is often a good idea. It signals the end of the resume and lets employers know that you have a prepared list of individuals they can contact when considering you for employment. However, it is not a necessity that this line is included on your resume. (Note: Do not include the names of references on your resume. This information should be prepared on a separate sheet which can be given to the potential employer upon request.)

If you have any questions that were not addressed in this series on resume preparation, please call PASSAGE at 1-800-345-5443 or write to: PASSAGE Newsletter, BCALMC, 400 Ninth Street, Suite A, Conway, Pennsylvania 15027. ☐

Resume Writing--Preparing The Introduction

This month's STUDENTaccesspage is a continuation of PASSAGE's December 1993, issue which focused on using action words when preparing your resume. This article will serve as a guide for preparing the introductory paragraph (job objective or profile section) of your resume.

Job
Objective
Profile
Summary
Strengths

Over the years, this introductory paragraph or section has been given many different titles such as job objective, interests, strengths, summary, background, profile, areas of skill and knowledge, brief, inventory, or various combinations of these terms. Regardless of the title given to this section, the introductory paragraph should always appear at the top of your resume after your name, address, and telephone number.

In addition to the variety of possible titles, the content of this introduction can vary depending on your situation and tastes. Remember, resume writing is a creative process that can be approached (content and design) in many different ways. The writer has a number of options when preparing the introduction. Whatever you decide to include in your introductory paragraph, make certain that it helps to answer the question of every employer, "What can this candidate do for our organization?"

Even though you have a great deal of flexibility, the introductory section of your resume should:

- **Include** one paragraph that is brief and to the point. Write only three or four short sentences.
- **Be** easy to read. In many ways, this can be designed to be the "hook" that catches the eye of the employer.
- **Focus** on your experience, training, skills, and abilities and how they will be beneficial to the employer. Think of what qualities and traits are important in your career field. (Make certain that your resume reflects this information.)
- **Contain** information that is factual. Don't waste everyone's time by including information that is not accurate.
- **State** information that will be supported (examples) in the body of your resume (work experience and educational experience). The body of your resume will provide more detail and will reinforce statements made in the introduction.

When you are preparing the introduction, you need to decide if the information you include (employment goals) should be specific. If you decide to target one particular type of job, your introduction should be more detailed and specific. If you decide you want to be considered for a variety of related job openings, your introduction should briefly state your employment goals (general) without getting too specific.

Here are some examples of various styles of preparing your introduction. Some are more specific than others. See which style best relates to your situation...

✓ ***Example #1 - Salesperson*** *(General)*

Job Objective
To obtain a challenging position in Sales, providing an opportunity to apply current skills and interest in Sales, Promotions, Customer Service, and related positions.

✓ ***Example #2 - Administrative Assistant*** *(Specific)*

Profile
Administrative Assistant (*notice specific job title was included)

- Career secretary with over 10 years of professional experience in office environments.
- Skilled in typing, filing, word processing, data entry, computer operations, invoicing, writing/editing, and bookkeeping.
- Completed various training programs to update skills and have strong organizational and interpersonal skills.

✓ *Example #3 - Electrician* (Specific)

Summary

Master Electrician (Licensed)

- Extensive experience in all types of electrical work which includes residential, commercial, industrial, and electrical construction. Have five years of management experience, solid communication skills, good organizational skills, and willing to travel or relocate.

✓ *Example #4 - Photographer* (Specific)

Photographer

Strengths:

- Three years of experience working in the newspaper industry.
- Ability to work independently and meet multiple deadlines.
- Creative abilities, solid communication skills, and organizational skills.

✓ *Example #5 - Computer Operator* (General)

Career Objective

To obtain a position in the field of data processing which utilizes my educational and work-related experience.

✓ *Example #6 - Office Work* (General)

Objective: Clerical/Word Processing/Secretarial

- Knowledgeable of IBM and MAC systems.
- WordPerfect 6.0, dBASE IV, Wordstar, Quatro Pro, and Microsoft Works.
- Type 65 words per minute.
- Solid interpersonal skills, fast learner, and accurate.

** There are many opinions as to how this section of the resume should be prepared. (In fact, some resumes skip this section entirely and go directly to the educational and work-related experience.) Take the time to experiment and examine your results. Get the advice of friends, family, job counselors, instructors, and individuals who have been in the position of hiring employees. Good luck!* ❑

How Has The Resume Changed Over The Past Ten Years?

Many factors have affected the content and design of a modern resume. While the most basic elements of a resume remain the same, downsizing, increased competition, and technology have made the art of resume writing more of a challenge. The job seeker should be aware of the standards, techniques, and strategies that are being used by today's successful job seekers (your competition) when designing resumes.

So, what has changed over the past ten years?

1. Equipment/Technology - In the past, unless you made use of your local print shop (which was quite expensive), most resumes were prepared on a standard typewriter or word processor. Slightly more than ten years ago, computers were just starting to be used in all types of work environments and in the home.

Make no mistake; the typewritten resume can be professional and adequate. However, it cannot match the quality of a resume that is prepared with a computer word-processing program and printed on a laser printer or a deskjet printer.

These tools...the computer, word-processing software, and the printer..,when used properly, help create a superior marketing tool that allows the writer to have more design flexibility and create a resume that is easy to read and is more attractive to the reader (bolding, italics, bullet statements, adjusting text size, denser printer quality, etc.–see page seven).

Depending on your situation or point of view, these changes have made the typewritten resume less influential and eye catching when compared to a resume formatted on a computer.

Tip: Perhaps, you are thinking, "Great...I don't even have my own computer." Don't worry.

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With a little effort, you should be able to locate an educational or a job-development program in your community that has a computer and can help you format your resume. Also, ask friends and family. With the impact that computers have made in the home market, there is a good chance you know somebody that has computer equipment. The quality of your resume will be worth the effort.

2. Greater Emphasis on Accomplishments - Today, employers want to see what you have accomplished on previous jobs and in your educational training. Employers are expecting resumes to have short detailed statements that provide examples of how you met/exceeded set goals, found better ways of completing a task, increased sales or quality, or saved the company money. Before...resumes were somewhat more general and just listed daily job duties such as "Responsible for typing documents" or "Responsible for telemarketing sales." Today, the same examples might read, "Type 60 words per minute with an accuracy rate of 95%", "Grossed $100,000 in sales during my first year of employment," or "Learned new computer software, reorganized the office-filing systems, and increased efficiency for staff and customers."

This information can be included in several sections of your resume. For example, you could design a special section near the beginning of your resume entitled "Professional Accomplishments" or "Career-Related Accomplishments." Also, this information can be included in the Job Description section of a resume. Whatever approach you choose, be certain that your accomplishments are in your resume. Don't underestimate what you have accomplished. Think of your day-to-day job duties and career-related efforts and remind yourself how you have grown and improved as an employee and a student.

3. Eliminating Personal Information - Ten years ago, sections that highlighted special interests or personal information were commonly found in most resumes. The information that was listed in this section may have included hobbies, community activities, or athletic accomplishments. While this information might show your personal side, it really does little to sell your abilities to the potential employer.

Examples of exceptions might include listing personal physical-fitness activities for a job that requires fit and healthy individuals, community activities that might complement your leadership skills, or a hobby that is job related. This information could be listed under a section entitled "Job-Related Activities" or "Extra-Curricular Activities." So, unless the information relates, in some way, to the position you are targeting, you should avoid listing personal information.

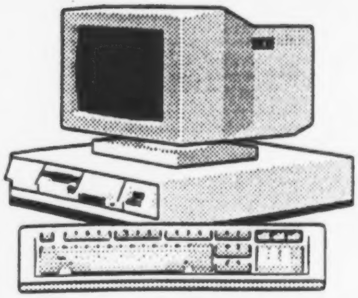
4. Placing More Focus On A Particular Career - In addition to highlighting specific accomplishments, the resume itself should be geared to one particular job or career field. The first step in this process is to redesign the Job Objective.

Once upon a time, Job Objectives started every resume and read something like this..."Seeking a challenging full-time position that utilizes my current education and experience with opportunities for advancement." What does this really tell the employer? Not much. If you are truly interested in obtaining employment and being successful at what you do, the employer would expect you, and all serious candidates, to have these interests and qualities. This information is understood.

The Job Objective, which can also be called the Profile, Summary, Career Objective, or Capabilities, should also be highly specific and can include information such as the job and type of company you are targeting, accomplishments, educational background, work-related experience, specific career goals, and job-specific skills. (Some resumes, because the work experience is focused on one career and is highly detailed, eliminate this section altogether and start the resume with work history information.)

Remember, resumes that are not job specific and are too general usually do not get the employer's attention. In fact, some job candidates, depending on their interests and background, may have several versions of their resume. For instance, if you have a background in communications, one resume may place great emphasis on your public-relation skills while another may focus on your radio-production skills. Let the resume tell the employer exactly what job you are seeking and let the employer see detailed job-related evidence that you are a qualified job candidate.

5. Always Include A Cover Letter - Employers have always preferred that the resume is sent with a cover letter. At one time, employers would let typical job candidates slide if they did not include a cover letter. However, in a time when the number of available/qualified job candidates has increased, you must be certain that you are marketing yourself in the best possible manner and that you are fulfilling all of the requirements of an effective job search.



The cover letter adds a personal touch that lets the employer know who you are and why you should be seriously considered for the position. Mention your accomplishments/skills, what you know about the company, and that you will contact them for an interview. The key here is personalization; do not send a generic cover letter that can be used for any job opening. The cover letter is an effective tool that can work to your advantage and help you get recognized. If you are mailing a resume, the cover letter is automatically part of the package. Always include it with your resume.

6. Greater Variety Of Formats - Professionals who help individuals with career development are experts at creating resume formats that particularly emphasize their job candidates' skills and abilities. These efforts, along with a competitive job market, have made resume writing a more flexible/creative process that actually better serves the job candidate. The structure and approach to organizing information are not as rigid.

This can mean combining formats such as reverse chronological (emphasizing experience/education and moving from the present to the past) and functional (emphasizing qualifications, abilities, and strengths over specific work history) and changing the order of the information as it appears on the resume. The bottom line is that each individual has different strengths and abilities. One job seeker may want to emphasize educational training, while another may decide that he/she should place an emphasis on his/her impressive history in volunteer-work activities.

As long as you can convince the employer that you are a more than capable candidate, you have the creative freedom to organize, title, and design the various categories within your resume. ✍

Resume Essentials: What Hasn't Changed

Despite the fact that time, technology, and economic factors have changed the resume in many ways, there is some basic information that should always be included in every resume...

☐ Your name, address, and telephone number

☐ Educational History

☐ Work-Related History

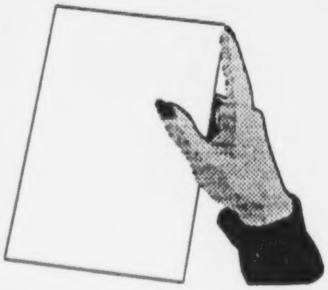
☐ Work-Related Extracurricular Activities/Professional Organizations

☐ Certificates, Awards, and Honors

☐ Military Service

☐ Job Objective, Career Goal, or Accomplishments (Formatted and titled to suit your specific situation). ✍

Transform Your Cover Letter Into A Unique Marketing Tool



As you may or may not realize, the cover letter can be an extremely effective job-search tool. Unfortunately, most job seekers prepare the same basic cover letter for every job opening and fail to use the simple marketing techniques that are available to them.

A cover letter, which contains the appropriate information and is well written, can help you get the attention of the employer and secure an interview. This article provides you with helpful guidelines that will enable you to transform a standard cover letter into a unique marketing tool.

Purpose

If you are mailing a resume to a potential employer, the cover letter should always be included as part of the job-search package–no exceptions. The purpose of the cover letter is to:

- Let the employer know what job opening or employment opportunity you are pursuing. (In some cases, job seekers send a letter and resume to an employer who may not currently have a job opening. They use the cover letter as an opportunity to introduce themselves to the employer. Hopefully, in the future, they will be considered when an opportunity becomes available.)
- **Highlight** your skills/abilities and how they will benefit the company. Make it brief. (The information in the cover letter should not be an exact copy of the information in your resume.)
- **Provide** a more personalized introduction of your abilities that complements the information included in your resume. (While the cover letter is not a place for humor or clever comments, be sure to let the content of the letter reflect your positive qualities and enthusiasm.)

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- **Create** enough interest in your resume to obtain an interview. After reading your cover letter, the employer should be interested in learning more about you.
- **Request** the opportunity to meet the employer in person and to discuss your abilities in greater detail.

Basic Ingredients

The following guidelines should always be followed when preparing the standard cover letter:

- **Make** certain that your cover letter consists of an introduction/opening (explain why you are writing and mention the position you are seeking), a main body (highlight skills, experience, education, accomplishments, and any knowledge you have about the employer), and a conclusion (ask for an interview and mention that you will be calling in several days).
- **Address** the letter to the individual who will be reviewing your job-search materials. (Be sure to find out who would be the best person to receive this information and who schedules personal interviews.) The letter should include an inside address (the employer's address) and a salutation.
- **Be sure** to have at least one other person proofread your materials. Proofreading includes checking for correct grammar, spelling, and punctuation. (Most computer word-processing software has the capability to check for spelling errors.) Always double check the spelling and accuracy of names and titles.

- **Type** all cover letters on quality 8 1/2" X 11" paper. Avoid flashy colored paper. White, light gray, and ivory are acceptable paper colors. For a professional look and balance, your rèsume and cover letter should be printed on the same paper.
- **Make** certain that the letter is customized and prepared specifically for each company/job you target. (Generic letters that could have been written for any company/job will give the employer the impression that you are lazy and unprepared.)
- **Be sure** to include your name, address, and telephone number on the cover letter.
- **Limit** the cover letter to one page. Keep the letter short and to the point. Avoid writing long sentences and paragraphs.

Please review the cover letter sample on page four.

Going Beyond The Standard Cover Letter

Now that we have highlighted the basics of cover-letter writing, let's look at what approaches you can use to make your letter stand out and get the interest of an employer. As you begin the writing process, always keep in mind that your cover letter should go beyond being just a personal introduction and summary of your work/educational experiences.

How do you accomplish this? First, you need to include information that shows what results you have produced on the job or in a training situation. In addition, these results or accomplishments need to be measurable. Examples of this type of information can include awards, performance recognition, training accomplishments, management responsibilities, or highlighting your expertise in a certain activity or function. This information should be included in the body of your cover letter.

For example, in a cover letter that is written specifically for a sales position, you might state... "During my first year of employment with Alon Beauty Products, I developed a marketing plan which quickly expanded my customer base and the demand for the product in my region. In fact, upon completion of my first year of employment, I had the third highest sales record in my region." This example provides the employer with specific information and shows that you have produced measurable results.

Give the employer a solid idea of what you have accomplished and how this directly relates to the job opening you are targeting.

Next, show that you have done some research on the company and have solid reasons why you want to work for that company. Your knowledge of the company and motivation for wanting to work for that company are of great importance to the potential employer. This information should also be included in the body of your cover letter.

Expanding upon the previous example, your cover letter might state, "I am most interested in your New Tech line of beauty-aid products and quite impressed with your reputation for excellence in customer service." This example shows you have made some effort towards learning more about the company; therefore, you have a better chance of getting the employer's attention. Remember, most job seekers fail to make this extra effort. Eventually, your hard work and preparation will be noticed and rewarded.

How Do You Obtain Information About the Employer?

Obtaining this information does not necessarily have to be a difficult process. A simple approach would be to call the company and ask for the public-relations, customer-service, marketing, or advertising department. When you contact one of these departments, let a company representative know that you are interested in applying for a position and that you would like to know more about the company. Questions you might include:

- Can you tell me about the company's history?
- What new products or services are being offered by the company?
- What makes this company unique from the competition?
- What new innovations have recently occurred at the company?

Other sources of information may include friends or acquaintances who work at the company, newspaper articles featuring companies that are of interest to you, libraries, and many other sources (see pages seven and eight).

The Different Types of Cover Letters

While the purpose of every cover letter remains the same, the information you include in the introduction of the letter will vary. In addition to including your interest in a particular job opening or why you would like to explore employment opportunities, the information you place in your introduction should let the employer know how you found out about the job opening and/or the company.

The different situations that may create a job lead or a chance for future opportunities include:

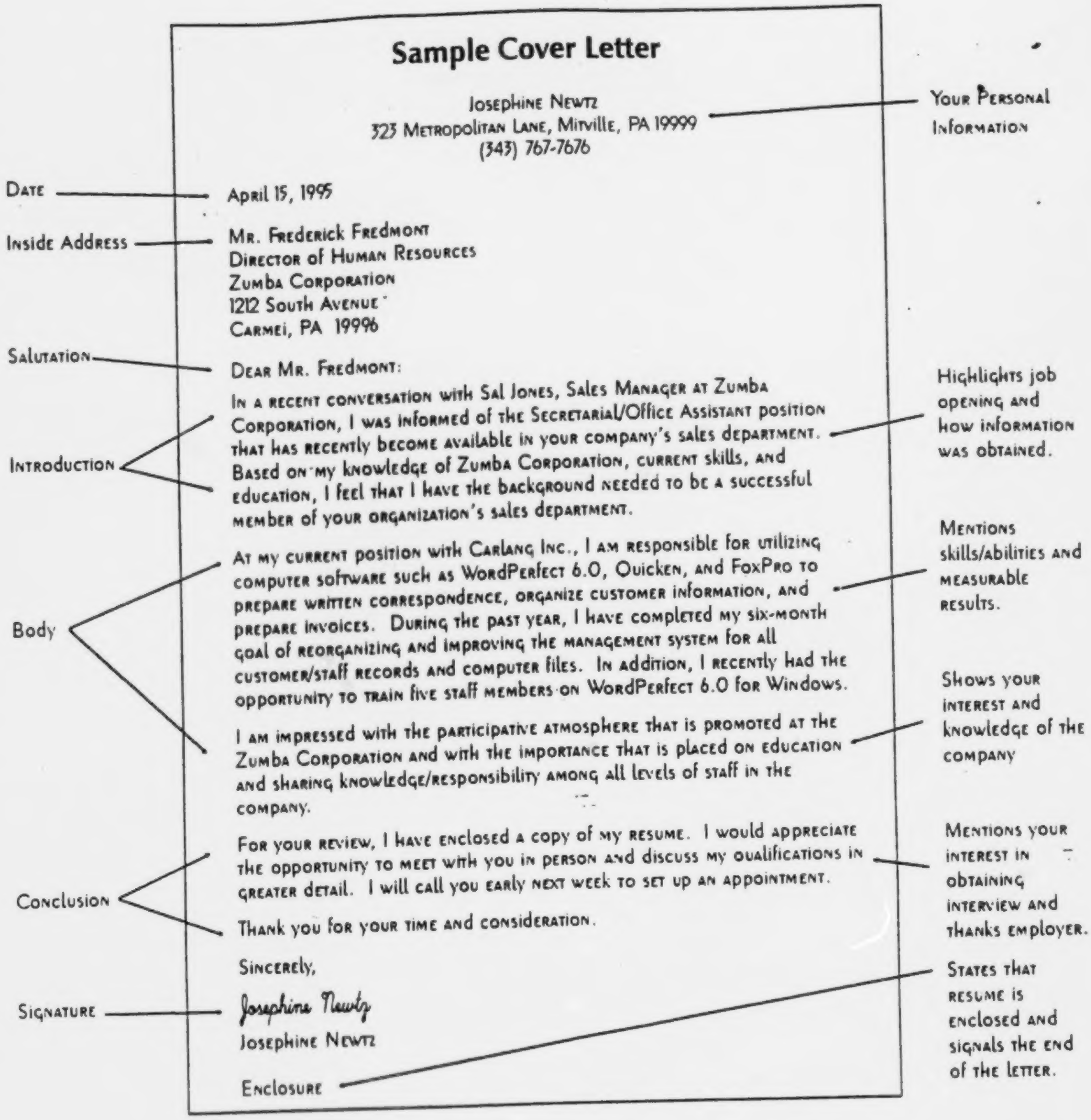
- **Responding** to a newspaper advertisement.
- **Using** the name of a person in your job-search network (family, friend, coworker, or acquaintance) who referred you to the employer.
- **Sending** an unsolicited letter to a company that employs individuals in your field of interest.
- **Preparing** an informational letter for individuals in your network who can help spread the word about your abilities and let you know about any relevant job opportunities.

Whenever possible, include the name of the individual who referred you to the job opening. Employers are more likely to take a greater interest in a job candidate who was referred by a respected coworker or acquaintance.

Make certain that your cover letter reveals how both sides (the employer and you) can benefit professionally. An employer will not be impressed by a resume that only states how the company can help you and improve your situation. This needs to be a two-way process.

Use the cover letter sample on page four and the worksheet on page five for guidance when preparing a cover letter! ✍

Sample Cover Letter



Josephine Newtz
323 Metropolitan Lane, Mirville, PA 19999
(343) 767-7676

April 15, 1995

Mr. Frederick Fredmont
Director of Human Resources
Zumba Corporation
1212 South Avenue
Carmei, PA 19996

Dear Mr. Fredmont:

In a recent conversation with Sal Jones, Sales Manager at Zumba Corporation, I was informed of the Secretarial/Office Assistant position that has recently become available in your company's sales department. Based on my knowledge of Zumba Corporation, current skills, and education, I feel that I have the background needed to be a successful member of your organization's sales department.

At my current position with Carlang Inc., I am responsible for utilizing computer software such as WordPerfect 6.0, Quicken, and FoxPro to prepare written correspondence, organize customer information, and prepare invoices. During the past year, I have completed my six-month goal of reorganizing and improving the management system for all customer/staff records and computer files. In addition, I recently had the opportunity to train five staff members on WordPerfect 6.0 for Windows.

I am impressed with the participative atmosphere that is promoted at the Zumba Corporation and with the importance that is placed on education and sharing knowledge/responsibility among all levels of staff in the company.

For your review, I have enclosed a copy of my resume. I would appreciate the opportunity to meet with you in person and discuss my qualifications in greater detail. I will call you early next week to set up an appointment.

Thank you for your time and consideration.

Sincerely,

Josephine Newtz

Josephine Newtz

Enclosure

Your Personal Information
Date
Inside Address
Salutation
Introduction
Highlights job opening and how information was obtained.
Body
Mentions skills/abilities and measurable results.
Shows your interest and knowledge of the company
Conclusion
Mentions your interest in obtaining interview and thanks employer.
Signature
States that resume is enclosed and signals the end of the letter.

BEST COPY AVAILABLE

Cover-Letter Worksheet

Use this exercise as a guideline for preparing cover letters. Your responses to each question or statement in the exercise can serve as an outline or a checklist which can be used for preparing the final draft of each cover letter you write to an employer. Make a photocopy of this exercise each time you need to organize a cover letter.

Cover-Letter Worksheet

Contact Information–Be sure to include the following at the beginning of each letter:

____ Your Name, Address, and Telephone Number

____ Date The Letter Was Sent

____ The Employer's Name, Title, and Address

____

____

____

____ Salutation (Dear Mr. or Dear Ms.)

Introduction/Opening

1. How did you find out about the job opening or company?

____ Friend or acquaintance

____ Newspaper Advertisement

____ Unsolicited response or researched company in your career field

2. What job opening are you applying for?

____

3. If someone referred you to the job opening, include his/her name in the introduction. When appropriate, also include this individual's title and employer.

____

Main Body

1. What current job-related skills and abilities do you have that relate directly to this position?

____

____

____

2. What educational training do you have that relates directly to this position?

____

____

____

3. List an example of how you met a goal or produced positive results. (Examples can include awards, performance recognition, training accomplishments, management responsibilities, or highlighting your expertise in a certain activity or function.)

____

____

____

4. List evidence that shows you have conducted research and are knowledgeable about the company, its history, and/or new innovations. (Be sure to show how your abilities/interests can relate to the employer's needs.)

____

____

____

Conclusion--Don't forget to include:

_____ A reference which states that your resume is enclosed. (This line can also be included in the introduction or the body.)

_____ A sentence which states your interest in scheduling an interview in the near future.

_____ A sentence that lets the employer know you will be contacting him/her to schedule an interview.

_____ A sentence to thank the employer for his/her time and consideration.

_____ Your signature.

_____ The word "Enclosure" at the end of your letter.

Last Reminder *- Always proofread each letter before placing it in the mail. Check for accuracy of information, grammar, punctuation, and correct spellings (especially the name/title of the employer).*

D.2. Job Interviews

Questions typically asked by an employer:

1. Tell me about yourself.
2. What experience have you had that relates to the job you are applying for?
3. What are your strengths and weaknesses?
4. What did you like most or least about your last job?
5. Why are you leaving your current job?
6. What do you know about this company and the job?
7. Why would you like to work for this company?
8. Why do you want this job?
9. What are your salary requirements?
10. Do you have any questions?

You may ask:

1. Is this position permanent?
2. How soon does this position begin?
3. What are the work hours?
4. What is the salary?
5. Are there benefits?
6. Are there educational opportunities for employees?
7. What are my chances for advancement in the company?
8. Who will be my supervisor?
9. When will the decision be made as to who is hired?

Focus: Getting Past The Screen

You are sure that you are the best candidate for the job, and you have sent your resume in a timely fashion. Unfortunately, every time you try to call the employer to see if your resume has arrived safely and to set up an interview, the secretary answers the phone and says something like this..."She's not available at the present time. May I have your name and number, and I'll be sure that she gets the message."

Don't worry. This is a common situation for all job seekers, and don't get too angry at the secretary. She is just doing her job. This individual is responsible for screening calls from unwanted sales people, business associates, and yes...job seekers.

The reality is that employers are busy people and often need their calls carefully screened. If they didn't screen their calls, they would probably lose hours of valuable time getting sidetracked every day.

So, how do you get past the screen? There are two interesting approaches which you can try. First, when you call during regular business hours and the secretary answers the phone, mention that you would like to speak with the employer. (Please have the employer's name in advance of the call--it should be the same person who received your resume). If you are asked about the nature of the call, explain that it is concerning business correspondence that you had sent last week (your resume) and that the employer (insert name) is anticipating your telephone call. (You mentioned in your cover letter that you would call him/her.)

This cannot be considered lying; the information you have provided is all true. With this approach, the screener may understand that you are making an important business call the employer was expecting. This sounds more interesting and less common than telling the secretary..."I'm calling about the job opening and would like to know if I can get an interview."

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A second approach would be to call the employer before or after working hours...in the early morning, in the evening, or during the weekend. Often employers like to visit the office during off hours to catch-up on work or to avoid the normal daily distractions. These off hours are a great time to reach the employer. In fact, the chances are great that he or she may even answer the phone.

If you do get past the screen, make sure that:

> You are polite and brief.

> You mention that you have sent a resume.

> You remind the potential employer of the position you are targeting.

> You ask if the employer had a chance to review your resume.

> You quickly mention your skills and qualifications.

> You ask for an opportunity to receive a personal interview.

Mastering The Job Interview

After you have successfully accessed your skills and abilities, targeted a career field, established a job-search network, and prepared an impressive resume/cover letter, your many efforts and persistence will provide you with opportunities to prove yourself in the job interview. Everything you have worked for leads to this point. Are you prepared? Can you convince the employer that you are the best person for the job?

With practice and preparation, you will be able to present your positive attributes in a relaxed manner and with confidence. Here are some valuable guidelines that will help you impress the interviewer and eventually secure employment:

- **Know yourself.** This statement seems simple enough; however, when most job seekers are asked for the first time, "Tell me about yourself", they usually get uncomfortable and have difficulty structuring their answers to fit the job openings. Knowing yourself means being able to explain what you have accomplished in school and/or on your last job, describe your strongest skills/qualities, provide examples which support your statements, and show that you have what it takes to be successful and meet the employer's expectations.
- **Practice** answering interview questions. Be prepared to answer questions such as:
  - Why do you want to work for our company?
  - Why are you the best candidate for the job?
  - What are your greatest strengths/weaknesses?
  - Can you tell me about your past accomplishments?
  - What are your career goals?
  - Why did you leave your last job?
- **Prepare** solid answers that highlight your strengths. Remember...everyone has some type of weakness. Stay positive and focus on your

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greatest attributes. For example, if you do not have a great deal of work experience, concentrate on highlighting any volunteer activities and educational-related experiences that are relevant to the job opening. Have faith in your abilities and learn how to sell your best qualities.

- Research the company. Just as your cover letter should reveal that you have made an effort to learn about the company, you also need to prove to the employer that you have some knowledge of the company. Know something about the company's history, products/services, business philosophy, and competition. Take this information and use it during the interview (i.e., "My research has shown that your company values customer satisfaction..."). This extra and important step can help set you apart from the competition and will help the employer to view you as a serious candidate.
- Maintain a professional appearance. This includes wearing conservative business clothing (suit or dress outfit) and being well groomed. Avoid flashy clothing and jewelry.
- Know your body language. Give a firm handshake when greeting the employer, maintain proper posture during the interview, be sure to smile, and maintain eye contact when you are being asked or are answering questions. (Try not to look down or to the side when you are answering or considering a response to a question. This nonverbal message gives the employer the impression that you have something to hide or you are not being truthful.)
- Answer questions thoroughly. Again, give examples from your work/school history to support your statements. At the same time, try not to ramble. Give direct answers to questions. This process becomes easier with practice.
- Expect moments of silence. When an interviewer pauses to think and there is silence, many job seekers become nervous and feel they have to say something in this situation. If you have effectively answered the last question, wait patiently and attentively for what the interviewer has to say next. Relax; you don't have to say something every time there is a moment of "dead air."
- Be a good listener. Understand that the interview is a two-way communication process. Listen closely to what the employer has to say and respond appropriately when he or she has finished a particular question or statement. Creating a natural balance is important. This is an educational process for both the interviewer and the potential employee.
- Use powerful action verbs. When you explain your skills/abilities and provide examples, use words that enhance your statements and create a positive impact. Some examples of powerful action verbs you might use include...supervised, initiated, improved, saved, designed, prioritized, generated, developed, organized, exceeded, completed, motivated, etc.
- Ask questions at the end of the interview. This will show your interest in the position and your initiative. A good question to ask might be..."What are the results you expect to achieve from this position?" Also, you may want to ask, "When can I expect to hear from you about this position?" Be sure that you have effectively presented all of your skills, experiences, and qualities to the employer. Use this time to summarize your abilities and to make certain that the employer has all the information he or she needs to make a decision.
- Remain optimistic at all times. Stay positive before, during, and after the interview. This approach will eventually get you the results you expect. Negativity will not move you closer to your goal. Despite all of your preparation and background, your overall attitude will have the greatest effect on the employer.

Role Playing The Job Interview

Purpose
This exercise will not only help job seekers practice answering interview questions, but it will also help them obtain a better understanding of the needs of employers through role playing.

What is Needed?
All that is needed to conduct this exercise are two people, pencils, paper, a little imagination, and the willingness to expand your knowledge.

How To Begin...

1. Divide into groups of two. This exercise can work just as well in a classroom setting and can make an excellent discussion tool. *(The exercise will take approximately one hour.)*
2. Both team members are to choose a job that they are interested in obtaining. Think of your dreams. What career field would you like to enter? Try to choose entry-level positions.
3. Next, the two individuals will choose to be either the employer/interviewer or the job candidate.
4. The job candidate will let the interviewer know what job opening he/she has chosen for the exercise.
5. With this information, the interviewer will begin to prepare questions for the role-playing session. Have some fun with this exercise. Take fifteen minutes to prepare your interview questions. Try to actually picture yourself as the employer. *To help prepare your list, ask yourself the following questions:*
   - What are the day-to-day responsibilities of this position?
   - What skills and abilities are important for this position?
   - How much educational experience is necessary to be successful in this position?
   - Can this person help the company?
   - What is the employment background of the job candidate?
   - What type of personality traits are needed for this job?
   - Why is this person looking for employment?
   - Is this individual self-directed or team oriented?

   Expand these ideas and write your own list of questions. Be creative. Try to prepare 15 to 20 questions.
6. At the same time, the job candidate will take fifteen minutes to think about his/her skills, abilities, and experience. Try to focus on what the demands are for this position and to predict the employer's expectations for this job. Also, think about important questions that you may want to ask the employer. Remember to always focus on your strengths and keep a positive attitude.
7. Now the time has come to conduct the interview. Begin the interview with a handshake and an introduction. Then let the employer start the interview with a question. Allow 15 minutes to conduct the interview.
8. Upon completion of the interview, reverse the roles (the interviewer will now assume the role of the job candidate) and repeat the exercise.
9. After both individuals have had the opportunity to play each role, organize the class and discuss/compare your experiences. As a group, answer the following questions:
   - What common questions were asked by each interviewer?
   - What questions were difficult for the job candidates to answer?
   - What would you do next time to better prepare for an interview?
   - What were the benefits of role playing both the interviewer and the job candidate?

Dos And Don'ts For The Job Interview

Dos

- Be prepared to state your purpose when you arrive for the interview.
- Shake hands firmly and stand until offered a chair.
- Learn the interviewer's name and use it.
- Be pleasant and friendly but businesslike.
- Ask questions–after all, you want to make sure the job is right for you.
- Be positive and stress your strong points. Be honest about your weaknesses, but don't dwell on them.
- Tell the employer you are interested in the job and why you think you are qualified.
- Remember to thank the employer for interviewing you.
- If the employer does not tell you when you will hear about the job, ask when you may call to learn of his/her decision.

Don'ts

- Never take anyone with you to an interview.
- Don't plead for a job or a chance.
- Never say, "I'll take anything." Instead say that you'll work hard, especially if there is a chance to move up.
- In discussing jobs you held before, don't criticize former employers or coworkers.
- Don't discuss your personal problems, home problems, or money problems. Try to answer only what relates to the job.
- Don't smoke, even if the interviewer does.
- Don't tell a prospective employer about jobs you applied for and were turned down.
- Don't apologize for lack of experience or training; stress your strong points instead (learn quickly, assume responsibility, etc.).
- Don't hang around after the interview. ❑

*Source: **Pennsylvania Career Guide**, POICC*

Always Follow Up.

After each interview you attend, make an effort to send a thank-you letter (one or two days after the interview) and to place a follow-up telephone call (one week after the interview) to restate your interest in the company and the position. It could be the difference between getting or not getting a job offer.

To give you a small sample of the importance of follow up, take a moment to learn from this real life example...

At Rockwell International, Greg Smith, regional manager for sales, had narrowed the field of candidates for one job opening to four individuals. All four individuals had impressed him during their interviews, and each person seemed well qualified. However, after the interview, Mr. Smith stated that, "Three of the candidates completed the appropriate follow up, both a phone call and a letter, and one person did nothing."

He eliminated this person from being considered because this was a sales position and because he wanted a salesperson with persistence.

Bottom-Line: A good follow up includes a letter and a telephone call. Learn to be persistent. (Avoid being overly aggressive and irritating when dealing with a potential job opportunity.) ❑

Adapted from "Swing Job Search Toward You With Good Follow Up," Diana Kunde, Dallas Morning News

Follow-Up Calls

This month's STUDENTaccesspage is a continuation of February's article "Getting Past The Screen." This excerise will help you when you get past the secretary and you are speaking with the employer and attempting to schedule an interview.

Before and during each follow-up call to an employer, consider these suggestions:

1. Review the information that was highlighted in your customized cover letter and in your resume.
2. Before you call, practice the conservation out loud. You can even ask a friend to play the role of the employer.
3. Call the employer several days after he/she has received your resume/cover letter.
4. Make an effort to sound professional and confident. Try the following approaches which are commonly used by telemarketers: a) Dress professionally. Don't worry that the employer cannot see you. It will enhance your professionalism. b) Avoid creating annoying sounds that can be heard over the phone. Examples include chewing gum, drinking coffee, and smoking. In addition, make sure that the television or radio is not turned on, no children are playing, or no background noise is created. Find a quiet atmosphere for this crucial phase of your job search. c) Sit straight in your chair. Having good posture will improve your speaking voice.

Passages May 1995

5. When you get the employer on the phone, greet him/her; mention your name and the name of any coworker or acquaintance who may have served as a referral for the job; remind this individual that you have recently sent a letter/resume to his or her attention; and highlight the position you are targeting. Realize that the employer is busy and that you only have a few minutes to make your point and to secure an interview.
6. If the employer is receptive, briefly mention several main points from your cover letter--accomplishments and qualities that directly relate to the potential job opening and relate your knowledge of the company. Be prepared to go into detail and provide examples of your work and educational history.
7. Next, ask the employer for the opportunity to schedule a personal interview to discuss your qualifications in greater detail.
8. Be prepared for positive and negative responses from employers. Some employers will simply state that the company has nothing available and will try to end the conservation. If this occurs, ask if it would be appropriate to call again in three months. In addition, if the employer states that he or she does not remember your letter or has not received it, offer to provide a summary of your abilities on the phone or to mail another copy immediately. At this point, know that you have done your best.

E. Skills Employers are Looking For
Key Concepts

E.1. SCANS

- In 1992, the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) conducted interviews with employers, managers, and front-line workers in a wide range of U.S. businesses.
- They asked employers what kinds of skills their employees need and asked employees what kinds of skills they use in their jobs.
- From these interviews, SCANS developed a three part foundation of skills and personal qualities needed for high-performance work: (1) Basic skills, (2) thinking skills, and (3) personal qualities.
- They also identified five competencies that must be built upon the foundation skills and qualities: (1) Resources, (2) interpersonal skills, (3) information, (4) technology, and (5) systems.

E.2. POICC

- In 1988, the Pennsylvania Occupational Information Coordinating Committee commissioned the Social Research Corporation to interview 2,300 employers throughout Pennsylvania to determine their perceptions of workers' skills, abilities, and work-related attitudes.

E.1. SCANS

Three Part Foundation of Skills and Personal Qualities

1. Basic Skills

Reading

- Locates, understands, and interprets written information in prose and documents including manuals, graphs, and schedules.
- Learns from text by determining the main idea or essential message.
- Identifies relevant details, facts, and specifications.
- Infers or locates the meaning of unknown or technical vocabulary.
- Judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing

- Communicates thoughts, ideas, information, and messages in writing.
- Records information completely and accurately.
- Composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, and flow charts.
- Uses language, style, organization, and format appropriate to the subject matter, purpose, and audience.
- Includes supporting documentation and attends to level of detail.
- Checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic

- Performs basic computations.
- Uses basic numerical concepts such as whole numbers and percentages in practical situations.
- Makes reasonable estimates of arithmetic results without a calculator.
- Uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics:

- Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- Uses quantitative data to construct logical explanations for real world situations.
- Expresses mathematical ideas and concepts orally and in writing.
- Understands the role of chance in the occurrence and prediction of events.

Listening:

- Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose.

Speaking

- Organizes ideas and communicates oral messages appropriate to listeners and situations.
- Participates in conversation, discussion, and group presentations.
- Selects an appropriate medium for conveying a message.
- Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion.
- Speaks clearly and communicates a message.
- Understands and responds to listener feedback and asks questions when needed.

2. Thinking Skills

Creative Thinking

- Uses imagination freely; combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

Decision Making

- Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving

- Recognizes that a problem exists, identifies reasons for the problem and devises and implements a plan of action to resolve it.
- Evaluates and monitors progress, and revises plan as indicated by findings.

Seeing Things In Mind's Eye

- Organizes and processes symbols, pictures, graphs, objects, or other information.

Knowing How To Learn

- Recognizes and uses learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Is aware of learning tools such as personal learning styles and formal learning strategies (note taking).

Reasoning

- Discovers a rule or principle underlying the relationship between two objects and applies it to solving a problem.

3. Personal Qualities

Responsibility

- Exerts a high level of effort and perseverance towards goal attainment.
- Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level of concentration even when assigned an unpleasant task.

Self-Esteem

- Believes in own self-worth and maintains a positive view of self.
- Demonstrates knowledge of own skills and abilities; is aware of impact on others.

Sociability

- Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going situations.

Self-Management

- Assesses own knowledge, skills, and abilities accurately.
- Sets well defined and realistic personal goals.
- Monitors progress toward goal attainment and motivates self through goal achievement.

Integrity/Honesty

- Can be trusted.
- Recognizes when faced with making decisions that may break with commonly held personal or social values.
- Understands the impact of violating these beliefs on self, organization, and others and chooses an ethical course of action.

Five Competencies

1. Resources: Identifies, organizes, plans, allocates resources.

Time

- Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.

Money

- Uses or prepares budgets, including making cost and revenue forecasts.
- Keeps detailed records to track budget performance and make appropriate adjustments.

Material and Facility Resources

- Acquires, stores, distributes materials, supplies, parts, equipment, space or final products in order to make best use of them.

Human Resources

- Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2. Interpersonal: Works with others.

Participates as a member of the team.

- Works cooperatively with others and contributes to group ideas, suggestions, and effort.

Teaches others new skills.

- Helps others to learn.

Serves clients/customers.

- Works and communicates with clients and customers to satisfy their expectations.

Exercises leadership.

- Communicates thoughts, feelings, and ideas to justify a position.
- Encourages, persuades, convinces, or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies, or authority.

Negotiates.

- Works towards an agreement that may involve exchanging specific resources or resolving divergent interests.

Works with diversity.

- Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3. Information: Acquires and uses information.

Acquires and evaluates information.

- Identifies need for data, obtains it from existing sources, creates it, and evaluates its relevance and accuracy.

Organizes and maintains information.

- Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion.

Interprets and communicates information.

- Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.

Uses computers to process information.

- Employs computers to acquire, organize, analyze, and communicate information.

4. Systems: Understands complex inter-relationships.

Understands systems.

- Knows how social, organizational, and technological systems work and operate effectively within them.

Monitors and corrects performance.

- Distinguishes trends, predicts impact of actions on systems operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.

Improves and designs systems.

- Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5. Technology: Works with a variety of technologies.

Selects technology.

- Judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results.

Applies technology to task.

- Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.

Maintains and troubleshoots equipment.

- Prevents, identifies, or solves problems in machines, computers, and other technologies.

E.2. POICC
Pennsylvania Occupational Information Coordinating Committee
1990 Survey Report

Major findings from responding employers:

1. In general, respondents reported profound basic workplace deficiencies in young workers' skills, abilities, and attitudes.

2. 45 percent indicated that they were dissatisfied and perceived workers' writing problems as severe enough to affect business.

3. 32 percent reported the poor reading ability of their workers negatively affects business.

4. 51 percent were dissatisfied with the math skills of their entry-level workers—10 percent said that this is an extreme problem that seriously affects business operations.

5. 49 percent were dissatisfied with their workers' abilities to communicate or even follow oral instructions.

6. 69 percent were generally pleased with their workers' ability to get along with others.

7. Only 35 percent were pleased with entry-level workers' ability to reason and problem solve and reported severe difficulties in finding workers with these basic skills.

8. One-third reported the lack of employees with sufficient skills contributes to higher accident rates than would otherwise occur.

9. Only 57 percent of those who apply for jobs have the basic skills sought by employers.

Recommendations:
1. Change values toward education and learning.
2. Promote the establishment of education-business partnerships.
3. Bring business into the classroom.
4. Stress preparation required for the workplace.
5. Stress the need for basic skills.
6. Promote and support work-based learning.
7. Strengthen career guidance programs to ensure that all youth have access to occupational information and career planning assistance.

PENNSYLVANIA EMPLOYERS' PERCEPTIONS of WORKERS' SKILLS, ABILITIES and ATTITUDES

Report to the:

Pennsylvania Occupational Information Coordinating Committee
Pennsylvania Department of Labor and Industry
Harrisburg, PA

January, 1990

Ross Koppel, Ph.D.
Social Research Corporation
Philadelphia, PA

Pennsylvania Occupational Information Coordinating Committee

The Pennsylvania Occupational Information Coordinating Committee (POICC) is a consortium of eleven Commonwealth agencies designated by the Governor to provide information about education, jobs, occupations and careers to students, parents, counselors, job-seekers, educators and training administrators. POICC publishes the ***Pennsylvania Career Guide*** tabloid-style newspaper and produces a variety of other publications and computer systems used in classrooms throughout the state. POICC also sponsors training in the use of the information and conducts research on occupational issues that impact on the state's economy and job training and education system.

POICC, located in the Pennsylvania Department of Labor and Industry, is part of a national network of State Occupational Information Coordinating Committees (SOICCs) created by the U.S. Congress. It is funded by the National Occupational Information Coordinating Committee (NOICC) and operates under authority of the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education Act.

POICC Member Agencies

- Pennsylvania Department of Labor and Industry
- State Job Training Coordinating Council
- State Office of Vocational Rehabilitation
- Pennsylvania Department of Education
- State Board for Vocational Education
- Pennsylvania Economic Development Partnership
- Pennsylvania Department of Public Welfare
- Governor's Policy Office

The views expressed in this report are those of the author and do not necessarily reflect the views of the Pennsylvania Occupational Information Coordinating Committee or its member agencies.

Pennsylvania Occupational Information
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PREFACE AND EXECUTIVE SUMMARY

In March, 1988, a representative cross-section of 2,300 Pennsylvania businesses had a unique opportunity to participate in a statewide survey to assess employers perceptions of workers' skills, abilities and work-related attitudes. The Social Research Corporation (SRC) in Philadelphia was commissioned by the Pennsylvania Occupational Information Coordinating Committee (POICC) to conduct the survey and prepare this report on the findings. Preliminary results of the survey were first presented by SRC's president Ross Koppel, Ph.D., at a four-state conference on **Workers and Work in the 21st Century** held at Valley Forge, Pennsylvania in January, 1989.

The survey results are having a positive impact on strengthening ties between education and the business community within the state. The Iacocca Institute at Lehigh University recently published a study on worker skills and attitudes that focuses on the Lehigh Valley region of Pennsylvania. The Iacocca research is based on the earlier POICC-sponsored study and employer survey. The survey results are one reason area businesses have joined the Lehigh Valley Business-Education Partnership to work together toward improving the skills, abilities, and attitudes of entry-level workers.

Dr. Koppel's report to POICC on results of the statewide survey are a concern to all. His analysis indicates that workplace skills deficits reported in national studies are also present in Pennsylvania. Many of these problems are severe, costing Commonwealth enterprises lost business and lost opportunities for growth. He has found that there are differences in the prevalence of these problems among industry groups, regions and firms of varying sizes. Summarized below are some of his major findings and recommendations:

- The Commonwealth's ability to grow and prosper is to a large extent dependent upon the quality of its workforce. There no longer is an excess of qualified people and too few jobs. Demographic, economic, and technological changes are resulting in fewer well-educated and trained workers who have the skills needed by employers.
- Overall, we must characterize employers' perceptions of the workplace readiness of workers looking for their first job as discouraging. With some notable exceptions, respondents to the survey report profound basic workplace deficiencies in young workers' skills, abilities and attitudes. Employers reveal that their ability to introduce emerging technologies, or even to expand existing processes, is often limited by the lack of workers with needed skills.
- In general, larger firms claim to experience greater losses from entry-level workers' poor skills and attitudes. Also, with some exceptions, firms in rural areas and those in large urban areas — especially those in inner cities — tend to endure more problems with workers' skills and attitudes. Among industry groups, firms in finance, transportation, durable manufacturing, construction and retail trade suffer more from the impact of workplace deficiencies than those in other economic sectors.
- Slightly more than half (55%) of the employers surveyed are satisfied with workers' writing abilities. About 45% are dissatisfied and perceive workers' writing problems as serious enough to affect business.
- Nearly a third (32%) report that the poor reading ability of their workers negatively affects their businesses. The percent of rural and inner city employers reporting this to be an extreme problem (10%) is double the percentage in other areas (5%).
- Over one-half (51%) are dissatisfied with math skills of entry-level workers and almost 10% say this is an extreme problem that seriously affects business operations.
- 49% are dissatisfied with their workers' ability to communicate or even follow oral instructions. About half (55%) are pleased with entry-level workers ability to follow written instructions.
- Employers are generally pleased with workers' ability to work with others (69%). According to Koppel, "employers appear to believe that although many workers may lack a variety of skills and abilities, they are at least sociable."

- Only a third (35%) are pleased with entry-level workers' ability to reason and/or problem solve. Firms in all size categories report severe difficulties in finding workers with these basic skills.
- One-third of the firms surveyed claimed that lack of personnel with the appropirate skills contributed to a higher accident rate than would otherwise occur.
- The bottom line is that employers surveyed said only 57% of those who recently applied for work had the basic skills and abilities sought by their companies.

In his report to POICC, Dr. Koppel suggests several areas where education, business, labor and government working together can help bring about improvements in the skills, abilities, and attitudes of entry-level workers:

1. **Change the current values toward learning. Equally important, we must understand that the problems of our educational system cannot be solved by only addressing the education system. We must alter the underlying values that have marginalized education. For many of our youth, learning has become not important enough to merit their serious involvement.**

   Koppel cautioned that as a society we have already altered these basic values and molded them in a direction that is now counter-productive. He cites research from the **Center for the Study of Science in the Public Interest** which found that children ages 8-12 could name more brands of alcoholic beverages than past U.S. presidents. The children could name an average of 5.2 alcoholic beverages but only 4.8 former chief executives. (Baltimore Sun, 9/4/88)

2. **Foster positive values about learning and education. As a society that spends billions creating and sending messages about all types of products and services, we easily have the ability and power to change values about education.**

   Because all elements of the business community need workers who are at least receptive to learning, we can enlist the help of that powerful community to help us do this. Business is essential because it, more than any other element in society, influences popular culture and the media.

3. **Promote the establishment of education-business partnerships and encourage teachers to become personally involved with local business associations and community groups. The Ben Franklin Partnership and the Pennsylvania Economic Development Partnership are examples of Commonwealth programs that have been successful in establishing links between business, labor, education and government.**

   In today's rapidly changing state and global economy, there is a growing need for teachers to keep abreast of changes in the workplace. This can be accomplished, in part, by spending more time interacting with business and industry, and learning the use of state-of-the-art business practices and equipment.

4. **Bring businesspersons, scientists and technicians into the classroom. Encourage them to talk about the pros and cons and about the work they do and about related career alternatives. Of course, ask them to stress the preparation required for the job and the need for basic skills and study. Work-based learning programs being promoted by the Pennsylvania Department of Education are a step in the right direction.**

   If work is something that is worth studying and 'working' for, then let students share the excitement, understand the responsibilities and rewards, and appreciate the skills and training associated with it.

5. **Urge schools and community groups to develop community service projects, or to strengthen and expand those that already exist. Much already is being done as the result of such programs as the Pennsylvania Conservation Corps and PennSERVE — a program Governor Casey initiated to encourage and enable every Pennsylvania citizen to take part in community service.**

   Participation in such programs is not only a good way to serve the needs of the community, it can be of great value in starting a career. The evidence shows that those who take part in community service are received well when they go on to seek a job or to pursue higher education.

6. **Strengthen career guidance programs in the schools and ensure that all youth and adults have access to occupational information and career planning assistance. The Pennsylvania Occupational Information Coordinating Committee (POICC) has heightened career development awareness within the Commonwealth and is providing a wide range of occupational and career information resources to the public through the schools, training and job centers, libraries and human services agencies.**

   A recent national survey by the **Gallop Organization** found that only 12% of high school graduates and 7% of dropouts had used school counselors. Over 48% of adults surveyed indicated that adults do not understand how to interpret and use information to make intelligent career choices. Nearly two-thirds of all adults followed no definite plan to get started in their current job.

> Career development skills are essential to successful pursuit of meaningful career paths and educational preparation needed to meet career goals. Solid career development skills also increase employees value in the workplace and the labor market because they indicate to employers a foundation of good self-esteem and motivation.

We hope that taken in the context of a rapidly changing economy and increasingly complex technological society, our examination of workers' skills, abilities, and attitudes sought by Pennsylvania employers will add to the growing body of knowledge on the subject and will advance and enrich the discussion on how to address the concerns.

Fritz J. Fichtner, Jr., Executive Director
Pennsylvania Occupational Information
Coordinating Committee

Pennsylvania Employers' Perceptions of Workers' Skills, Abilities and Attitudes

INTRODUCTION

A chorus of business groups and education researchers report that the viability of our economy is threatened by an increasingly ignorant and lackadaisical workforce. Companies claim they suffer lost orders, unnecessary waste, and avoidable breakdowns and accidents. They tell us that workers are unable to communicate information in written or even in oral form. Over seventy-five percent of the nation's largest companies are compelled to teach basic skills to their workers (Business Week, June 6, 1988). The attitudes of many of these workers, moreover, are claimed to be no better than their basic arithmetic, reading or writing. Poor customer relations, refusal to accept supervision, absenteeism, and slovenly workmanship are estimated to cost billions (Joint Report of the U.S. Departments of Labor, Education and Commerce, July, 1988; The New York Times, May 1, 1988).

Equally troubling, many employers claim that lack of a sufficiently skilled or committed workforce is limiting their ability to introduce new processes and technology or to expand current production. If true, such conditions can only create stagnation or economic calamity.

The concern about unskilled, ill educated and uncooperative workers is heightened not only by the perceived severity of the problem, but also by powerful demographic shifts. An example is the marked decline in the numbers of young persons entering the labor market. This entry-level labor shortage means that there is a smaller pool of workers from which employers can hire. Compounding the problem is the perception that fewer job applicants within this labor pool have the right skills. Mickelson and Ray (1988) summarize the business view as, "Not only was the educational system producing a supposedly defective product, there was a shortage of it."

We must, however, only accept these dire pronouncements with caution. Many of these claims are impressionistic. Employers have expressed dissatisfaction with workers since before the time of the Pharaohs — when severe forms of labor recruitment and control of malcontents were more accepted than is the current practice. There is, also, a need to distinguish between employers' concerns with obedience versus concerns with systemic and profound skill deficits among large segments of the workforce.

Perceptions of Pennsylvania Employers

In this research we seek to determine the extent of worker skill and attitude problems in Pennsylvania. We have excellent reason to suspect that serious study of these problems will find systematic variation when analyzed by size of firm, by type of locale (e.g., city vs. rural) and by several other factors.

Moreover, what is true for America's Southwest, for example, is not necessarily true for Pennsylvania. That is, while we may find similar types of problems in the U.S. Southwest and in Pennsylvania, it is unlikely the problems would be of similar severity across the range of issues. Likewise, and closer to home, what is true for rural Pennsylvania may not be true for downtown Pittsburgh or for suburban Philadelphia.

The challenge, then, was to determine on a systematic and scientific basis the extent and implications of worker skill deficits and attitude problems as experienced by Pennsylvania's employers. To accomplish this task, we sent a questionnaire to a representative sample of Pennsylvania firms. The questionnaire (reproduced in the addendix) addresses the specific ways in which entry-level employees' work-related attitudes and deficiencies of skill and/or ability affect business operations, processes and the ability to use new technologies and equipment.

While there are several national studies of skill deficits, there is comparatively little research on how those deficits limit the introduction of new processes and technology. This is a critical issue that this study seeks to address.

Another section of the questionnaire requests information on types of educational and training institutions from which entry-level employees are recruited. Employers were asked to evaluate the quality of training as reflected in "recent hires" from each type of institution.

Several questions pertain specifically to the availability of personnel to work with computers and programmable equipment. That is, in addition to recruitment and training issues, employers were asked to provide data on anticipated skill needs for high technology jobs.

Need For Data From Employers

This study is based on information provided by employers — chief executive officers and personnel directors. The purpose of the study was to gain insight from employers on how they view the skills, abilities, and attitudes of entry-level workers. Employers have a vested interest in letting others in the community, especially the education community, know their concerns regarding the quality of the workforce. The information they have provided should be helpful to those who make decisions that impact on the education and job training system.

The way employers perceive workforce quality may reflect certain biases and may not always agree with the realities. Yet their views and beliefs concerning this important topic remain consequential. It is employers who decide on investment and hiring practices. How employers think about the quality and availability of workers' skills, abilities and attitudes, and, relatedly, how employers plan for technological change, directly influences the economic and human resource landscape. Equally important, who would know better?

Employer Survey and Methodology

The survey was conducted in February, 1988. A representative sample of 2300 Pennsylvania firms was drawn from listings provided by the Pennsylvania Department of Labor and Industry. The sample was divided into four categories based on firm size — 1-19 workers, 20-99 workers, 100-499 workers, and 500 or more workers. The 653 employers who completed and returned the questionnaire was a remarkably high 28% response rate. A full discussion of the sample and methodology is in the appendices.

FINDINGS OF THE SURVEY

This report examines several issues involving the quality of the workforce. The survey findings focus on how Pennsylvania employers view the skills, abilities and attitudes of their workers and how workforce problems affect their business. The report examines any systematic variation in these problems when analyzed by size of firm, industry, type of locale (e.g., city vs. rural), and area of the Commonwealth.

We find that the employers' perceptions of entry-level workers is discouraging, perhaps startling. With some notable exceptions, the respondents report profound deficiencies in young workers' skills, abilities and attitudes, and in the quality of their education and training. More, the employers reveal that their ability to introduce emerging technologies, or even to expand existing processes, is often limited by lack of workers with needed skills.

■ QUESTION 1. EMPLOYERS' PERCEPTIONS OF RECENT ENTRY-LEVEL WORKERS

The first survey question asks employers to evaluate several of the skills, abilities and attitudes of recent entry-level employees in their Pennsylvania workplace(s). For each item in the question (e.g., reading ability, math ability, acceptance of supervision) the employers are asked:

a. if they are pleased with the entry-level workers; or,
b. if the quality of entry-level workers is a "slight problem" and his/her business is "somewhat affected"; or,
c. if the quality of entry-level workers is an "extreme problem" and his/her business is "seriously affected."

Reading Ability

The first issue we examine in this question is entry-level employees' reading ability. Almost every report or study about education and entry-level workers discusses the need to improve reading ability. Ronald Kutscher, a labor economist with the U.S. Department of Labor which publishes the Occupational Outlook Handbook, writes, "Job success often hinges on following written instructions, manuals or lebels. Workers must frequently use catalogs and reference books, read and draw inferences from correspondence and reports and interpret correctly forms such as vouchers, requisitions and work orders'' (1986:77). We would add that even occupations that are usually considered unskilled frequently require reading; e.g., janitorial tasks usually require reading instructions on solvents or cleansers and reading work assignment sheets.

The data from this survey reveal that employers are concerned about their workers' ability to read. About a third (32.4%) of employers report that the poor reading abilities of their workers negatively affects their businesses. Almost 5% percent claim that their workers' reading abilities is an ''extreme problem that seriously affects their business''.

Employers' Perceptions of Entry-Level Workers' Reading Ability

	Percent of Employers
Pleased with the entry-level workers	67.6
A slight problem: Business somewhat affected	27.7
Extreme problem: Business seriously affected	4.7

Examining the data broken down by firm size, we find that the larger firms generally experience greater difficulties with their workers' reading abilities than do the smaller firms. Also, about 10% of employers in rural areas and in inner cities report their entry level workers' poor reading abilities seriously affects their businesses.

Writing Ability

The 300 or so recent reports on students and entry-level workers note the need for improving writing skills (cf. The Carnegie Foundation for the Advancement of Teaching, 1988). Kutscher (1986;78) writes that ''Employees in many lines of work are called upon to fill out forms, document experiences and procedures, record events, and present their ideas in memorandums, letters, and notes.''

In our survey, employers are also asked about their workers' writing abilities. The question format is parallel to the question on reading ability. In general, we find that the employers are much less pleased with entry-level workers' writing abilities than with their workers' reading abilities. Almost half of all employers report worker writing problems that affect their businesses. Over two-fifths of all employers report that they are not pleased with worker writing abilities and that this problem affects their businesses.

Employers' Perceptions of Entry-Level Workers' Writing Ability

	Percent of Employers
Pleased with the entry-level workers	54.6
A slight problem: Business somewhat affected	36.5
Extreme problem: Business seriously affected	8.8

As we saw in the earlier case with workers' reading abilities, larger firms are less satisfied than smaller firms with entry-level workers' writing abilities. When the data on writing ability are analyzed by type of industry, we find that about a fifth of the durable manufacturing and transportation firms report extreme problems with writing ability. Also, two-thirds of the firms in the finance sector report difficulties with workers' writing abilities.

Math Ability

The next question focused on entry-level workers' math abilities. Basic mathematical skills are increasingly required for jobs in all sectors of the economy. Examples are numerous: computer numerical control metal cutting machinery is replacing traditional methods; statistical quality control procedures are replacing trial-and-error methods; even simple computer interfaces are requiring basic math.

In a pattern similar to those we found in the writing ability data, we see that over one-half of employers are dissatisfied with math skills of entry-level workers.

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Employers' Perceptions of Entry-Level Workers' Math Ability

	Percent of Employers
Pleased with the entry-level workers	48.8
A slight problem: Business somewhat affected	41.6
Extreme problem: Business seriously affected	9.6

When the data on math ability are tabulated by size of firm, the same pattern emerges as found above for reading and writing skills. Smaller firms are generally more satisfied with employee math ability, while larger firms (those with 500 or more workers) reported the most dissatisfaction. Entry-level workers' lack of math ability created an extreme problem for 5% to 12% of all firms, regardless of size.

Ability to Communicate

One would ordinarily assume that young adults seeking to enter the labor force would be capable of communicating in an acceptable fashion. This, apparently, is not the case. Several studies (see, for review, Mickelson and Ray, 1988) indicate that employers and educators are distressed with the poor communications skills of our youth. In this research we find that almost one-half of employers (49.4%) are dissatisfied with their entry-level workers' ability to communicate. The pattern is similar to those we have seen with employers' perceptions of writing and math abilities. Equally striking, 8.5% of all firms responded that workers' lack of ability to communicate was an extreme problem that seriously affected their businesses.

Employers' Perceptions of Entry-Level Workers' Ability to Communicate

	Percent of Employers
Pleased with the entry-level workers	50.6
A slight problem: Business somewhat affected	40.9
Extreme problem: Business seriously affected	8.5

Larger firms are less satisfied with entry-level workers' communications abilities than are smaller firms.

Ability to Follow Oral Instructions

Employers' responses about workers' abilities to follow oral instructions, the next issue in this first question of the survey, are similar to the pattern we see emerging. Less than half of employers (49.2%) are pleased with entry-level workers' ability to follow oral instructions. About 51% of Pennsylvania employers report that this problem adversely affects business.

Employers' Perceptions of Entry-Level Workers' Ability to Follow Oral Instructions

	Percent of Employers
Pleased with the entry-level workers	49.2
A slight problem: Business somewhat affected	42.6
Extreme problem: Business seriously affected	8.2

When the data are analyzed by firm size, a trend opposite that of most of the earlier findings emerges — larger firms have fewer problems with workers' abilities to follow oral instructions than do smaller firms. However, we also find that employers in inner cities and rural areas are more likely than others to report problems with workers' ability to follow oral instructions.

Ability to Follow Written Instructions

The data on employers' perceptions of workers' abilities to follow written instructions are more encouraging than is their perception of workers' abilities to follow oral instructions. We find that slightly over half (54.9%) of all employers are pleased with entry-level workers' abilities to follow written instructions.

Employers' Perceptions of Entry-Level Workers' Ability to Follow Written Instructions

	Percent of Employers
Pleased with the entry-level workers	54.9
A slight problem: Business somewhat affected	36.4
Extreme problem: Business seriously affected	8.7

Employers' responses analyzed by firm size follow the general trend of most of the earlier data. Larger firms report more difficulties with entry-level workers inability to follow written instructions than do smaller firms.

Ability to Reason and/or Problem Solve

An elemental skill — required for even the most rudimentary aspects of civic participation, in addition to education and to work — involves the ability to reason and to solve problems. Both educators and employers, however, claim that a surprisingly large proportion of America's youth are seriously deficient in this skill (cf. Michelson and Ray, 1988). While in no way minimizing this issue, we note that any observation of this type should be open to reconsideration. On the most obvious level, adults often feel that young people act oddly. More significantly, the observation about youths' inability to reason may also reflect different values rather than deficient thinking among the young. Thus, without in any way negating this concern, we stress the need to understand the context within which it may be made.

In our survey, the responses on employees' ability to reason and/or problem solve are among the most striking of this group. Only a third (35.1%) of all employers are pleased with entry-level workers' reasoning abilities. Moreover, 16.5% of all firms surveyed report extreme problems finding workers with these skills.

Employers' Perceptions of Entry-Level Workers' Ability to Reason/Problem Solve

	Percent of Employers
Pleased with the entry-level workers	35.1
A slight problem: Business somewhat affected	48.4
Extreme problem: Business seriously affected	16.5

When broken down by firm size, we find that firms of all sizes claim to suffer this personnel difficulty. Even large and medium large firms report severe difficulties with employees' abilities to reason and problem solve.

Ability to Work with Others

The data from this question offer a break in the clouds. More than two-thirds of all employers are pleased with their employees' abilities to work with others. The employers appear to believe that although workers may lack a variety of skills and abilities, they are at least sociable. The data on this aspect of work is the most sanguine of this series.

Employers' Perceptions of Entry-Level Workers' Ability to Work With Others	Percent of Employers
Pleased with the entry-level workers	69.1
A slight problem: Business somewhat affected	28.8
Extreme problem: Business seriously affected	2.1

With one exception, review of the control variables reveals no clear pattern of systematic variation in this finding. That one exception: firms in large urban areas and in inner cities are more likely than others to have some noteworthy problems with employee interaction.

Understanding of Business Operations

Employer-reported difficulties noted in the literature pertain not only to specific skills and attitudes, but also to a general understanding of business operations and, indeed, of capitalism's underlying motives. We asked employers about their employees' basic understanding of business operations. The results are, at best, disconcerting. Less than 44% of employers are pleased with their workers' understanding of business operations. Another 46% tell us that it creates some difficulties, and 10.5% tell us that it is an extreme problem seriously affecting business.

Employers' Perceptions of Entry-Level Workers' Understanding of Business Operations	Percent of Employers
Pleased with the entry-level workers	43.7
A slight problem: Business somewhat affected	45.9
Extreme problem: Business seriously affected	10.5

Larger firms tend to experience more difficulty with this issue than do smaller firms.

Comparison of industry groups in relation to workers' understanding of business practice reveals the greatest problems among construction, manufacture of nondurable goods, finance and transportation industries. Finance and transportation firms, especially, report severe difficulties.

Sense of Responsibility

Studies of employers' perceptions of entry-level workers are concerned with the lack of a sense of responsibility on the part of new workers (Kutscher, 1986). Clearly, any organization would be ravaged by workers not accepting a sense of responsibility about their work. Equally troubling, the alienation associated with such work attitudes would predispose those workers to very marginal participation in economic life. In such situations, also, innovation and skill development would be novel, at best.

Our survey, unfortunately, appears to support the negative views of entry-level workers' sense of responsibility. Only about one-half of employers (49.6%) are pleased with their workers' sense of responsibility; and, notably, almost one-sixth (16.0%) find the lack of their workers' sense of responsibility to be an extreme problem that seriously affects their businesses.

Employers' Perceptions of Entry-Level Workers' Sense of Responsibility	Percent of Employers
Pleased with the entry-level workers	49.6
A slight problem: Business somewhat affected	34.4
Extreme problem: Business seriously affected	16.0

Firms in rural, large urban areas, and in the inner city report the most difficulties with employee sense of responsibility. Also, firms in transportation, finance, and trade indicate the most extensive problems with employee responsibility.

Acceptance of Supervision

The literature on employee-related difficulties informs us that many workers refuse to accept supervision. The data from this questionnaire indicate that many Pennsylvania employers also view acceptance of supervision as a problem, but one that is less common than many of the other issues we have examined. Almost three-fifths (58.4%) of employers were pleased with the way in which their workers accept supervision. About one-third (34%) of the employers claim that acceptance of supervision is a problem. A comparatively small 7.6% report that acceptance of supervision is an extreme problem.

Employers' Perceptions of Entry-Level Workers' Acceptance of Supervision	Percent of Employers
Pleased with the entry-level workers	58.4
A slight problem: Business somewhat affected	34.0
Extreme problem: Business seriously affected	7.6

Firms in the finance industry are far more likely than others to complain of serious difficulties with acceptance of supervision. Also, firms in the Pittsburgh area are more likely to report difficulties with this factor than firms in other parts of the Commonwealth.

■ QUESTION 2. EMPLOYERS' RANKING OF SKILLS AND ATTITUDES OF RECENT ENTRY-LEVEL WORKERS.

We asked employers to name three skills or attitudes of recent entry-level Pennsylvania workers they would improve if they could. The question was open-ended; codes were established only after reviewing the responses. The results (displayed on the next page) are of interest for several reasons: 1) they provide insight into what employers view as important — free of any structure we impose; 2) they allow us to categorize and compare types or groupings of issues, i.e., skills, attitudes and behaviors; 3) they provide a numeric score for direct comparison among all of the responses.

The following table, **Employers Ranking of Three Skills and Attitudes Needing Improvement,** combines answers to each of the three rankings. In addition, the cumulative percentage for each item is shown in the last column (right column) of the table. These figures reflect the total combined score of the first, second and third rankings.

The most frequently sought improvement by employers in workers' skills or attitudes is better attitude toward work and better math skills. The next-most noted area for improvement is workers' sense of responsibility. Other skills and attitudes often mentioned by employers as needing improvement were, oral communication, writing ability, enthusiasm, and then reasoning, common sense, reading ability, and written communication.

Upon first examination, almost two-thirds of the items listed by employers are usually thought of as attitude or behavioral, and about a third are skill-related. We note, however, that many of the attitude and behavioral issues are often assimilated in school or in other learning contexts — and are not unequivocally considered to be attitudes. For example, a need to focus on precision and the ability or inclination to follow instructions are often acquired as part of the schooling process and are reflections of underlying orientations. The differences among attitudes, behaviours and skills are not always distinct.

EMPLOYERS' RANKING OF THREE SKILLS AND ATTITUDES NEEDING IMPROVEMENT, COMBINED

Skills Ranked	First Choice	Second Choice	Third Choice	Cumulative Percent
Math Skill	11.1	11.8	7.7	30.6
Mechanical Ability	.2	.1	.0	.3
Responsibility	8.4	10.7	11.4	30.5
Attitude Toward Work	13.7	6.3	10.7	30.7
Respect for Others	.1	.1	.1	.2
Customer Relations	.1	2.6	.0	2.7
Work Ethic	5.6	.6	.8	7.0
Entrepreneurial ability	1.3	2.8	1.8	5.9
Absenteeism	.4	.5	1.8	2.7
Alcohol/Drug Awareness	1.0	2.3	.0	3.3
Common Sense	2.4	.6	11.3	14.3
Accept Supervision	.2	1.8	2.0	4.0
Reading	8.4	3.5	1.6	13.5
Enthusiasm	3.5	5.0	7.6	16.1
Precision	2.0	.8	.3	3.1
Courtesy	.0	2.3	3.0	5.3
Appearance	1.0	3.7	1.5	6.2
Writing Ability	8.6	5.5	3.4	17.5
Comprehension	2.0	.1	2.8	4.9
Oral Communication	13.1	9.1	6.7	28.9
Commitment	1.4	5.0	2.5	8.9
Clerical Skills	.0	.0	1.4	1.4
Punctuality	2.1	.2	3.0	5.3
Basic Education	.2	.1	.5	.8
Reasoning	4.6	3.6	6.1	14.3
Written Communication	3.6	5.0	1.8	10.4
Technical Skills	.1	.1	4.2	4.4
Concern for Safety	.1	1.1	.0	1.2
Spelling	2.6	1.5	1.5	5.6
Use of Technology	1.2	1.5	.0	2.7
Data Entry	.0	.1	.0	.1
Honesty	1.1	.1	1.7	2.9
Follow Instructions	.0	2.4	2.8	5.2
Use of Stick Shift	0.0	.0	.1	.1

■ QUESTION 3. PERCENT OF RECENT PENNSYLVANIA APPLICANTS WHO HAVE BASIC SKILLS OR ABILITIES NEEDED BY INDUSTRY

We wanted a single or summary measure of employers' perceptions of recent applicants. The question we asked of employers reads as follows: "Of those who recently applied for work at your Pennsylvania site(s), what percent would you estimate have the basic skills and abilities your firm seeks?"

The responses are disturbing. The average percentage given is 57.1. Thus, employers are saying that fewer than three out of five job applicants have the needed basic skills and abilities.

The data analyzed by firm size are particularly intriguing. In a reversal of the previous patterns, we find that larger firms tend to be more satisfied with their applicants' levels of skill and ability than are smaller firms. This pattern reversal may be due to several interrelated factors. On the one hand, larger firms, compared to smaller firms, may enjoy a greater number and ratio of applicants. Also, larger firms may attract better trained or more experienced workers than do smaller firms. On the other hand, larger firms may not be as responsive as smaller firms to individuals' skill or ability potentials. Similarly, larger firms may not be as attentive as smaller firms to attitude difficulties among some workers. Last, larger firms — with a wider variety of positions and opportunities — may find that deficits in needed skills and abilities become more apparent as the workers are assigned additional tasks and challenges.

In terms of industry groups, we find that services, nondurable manufacturing, and government sectors report the highest percentage of applicants with necessary skills. In contrast, finance, retail, transportation and durable manufacturing firms report the lowest percentages of applicants with the necessary skills. (Durable manufacturers, for example, indicate that, on average, only 22% of the applicants have the needed skills for the job.)

Comparison of responses from different areas of the Commonwealth reveals that firms in the Pittsburgh area, where manufacturing employment is more highly concentrated, report the lowest number of workers with needed skills.

■ QUESTION 4. EMPLOYERS' NEED TO MODIFY OR LIMIT BUSINESS OPERATION OR PRACTICE BECAUSE OF LACK OF AVAILABLE WORKER SKILLS

One of the most critical questions involving worker skills pertains to the needs of firms to change or limit operations because of lack of capable personnel. The question asked in the employer survey from which these data are derived reads: "Have you had to modify or limit your method of business operation or of business practice because of a lack of needed skills among workers and/or job applicants?"

The percentages of responses to the question by the employers surveyed were as follows:

	Percent
Yes..	26.7
No, but considered modifying/limiting operations because of lack of workers or applicants with needed skills..	22.1
No..	51.2

The results are stunning. Almost 28% of employers had to modify or limit their businesses due to deficits in worker skills. Another 22.1% of employers considered modifying or limiting their business operation or practice because of a lack of workers with the right skills. This issue is of pivotal importance because of its implications to economic and social viability.

We find smaller firms experiencing the most difficulty, i.e., smaller firms are more likely than larger firms to be forced to limit or modify business due to the lack of available workers with the skills needed. Presumably, larger firms are more able to recruit skilled workers or they have the resources to train workers who lack the skills needed.

Comparing the experiences of industrial sectors, we find that retail, service, transportation and construction firms have suffered the most with these problems. Future research should attempt to determine the economic and social costs of these firms' forced limitations and/or modifications due to lack of needed personnel.

■ QUESTION 5. WAYS IN WHICH LACK OF BASIC SKILLS AND ABILITIES AMONG WORKERS AFFECT BUSINESS

Question number five on the employer survey is a follow-up to the previous question concerning the need to modify or limit business operations or practices. It requests employers to respond to eight specific ways in which lack of worker skills or abilities affect the firm.

Survey question number five reads: "Here is a list of ways in which lack of basic skills and abilities among employees and/or potential employees may affect business. For each item, indicate with a mark how your business is affected." The choices were: No Impact, small negative impact, and large negative impact.

Below, we examine the responses for each of the question's eight items. Please note that this is a "follow-up" question. Most of the respondents who answered this question indicated previously that they limited or modified their business practice or method of operation due to lack of workers' skills — or that they considered modifying their businesses because of lack of workers' skills. About half of the sample responded to these items.

Inefficiencies And Productivity Losses

The first item addresses inefficiencies and productivity losses due to lack of workers with needed skills and abilities. These results are remarkable. Of those who responded to this question, 85.9% said they suffer from inefficiencies and productivity losses associated with worker skill deficits. 35.8% claimed they experience a large negative impact from these skill deficits and associated inefficiencies.

Affects on Business: Role of Skill and Ability Deficits on Inefficiencies and Productivity Losses

	Percent of Employers
No impact on business	14.1
Small negative impact on business	50.1
Large negative impact on business	35.8

While size of firm does not appear to affect the severity of the inefficiencies, a breakdown by industry sector reveals dramatic consequences. Large negative effects from these ability-related and skill-related inefficiencies are reported by the durable and non-durable goods manufacturers, construction, transportation, wholesale trade, and finance sectors.

Also, the rural firms report the worst losses from ability and skill deficit-related inefficiencies.

Wastage

Three-quarters of the firms answering these questions report that lack of personnel with needed skills and abilities generate "greater wastage" in their business operations. Almost a third (30%) say that the wastage generated by the lack of workers with needed skills and abilities has a large negative impact on their firms.

Affects on Business: Role of Skill and Ability Deficits on Greater Wastage

	Percent of Employers
No impact on business	23.8
Small negative impact on business	46.2
Large negative impact on business	30.0

The wastage associated with skill and ability deficits is most severe in both durable and non-durable goods manufacturing. Wastage of this sort is also highest among rural firms and those in the inner cities. There is no clear relation between wastage associated with skill and ability deficits and size of company or a specific region of the Commonwealth.

Accident Rates

High accident rates are a major concern in non-white collar job settings. One-third (32.6%) of the firms surveyed claim that lack of personnel with appropriate skills contributes to a higher accident rate than would otherwise occur. This claim is most frequently expressed by large firms, two-thirds of whom report that skill and ability deficits generate accidents that affect their business operations.

Affects on Business: Role of Skill and Ability Deficits on a Higher Accident Rate	**Percent of Employers**
No impact on business	67.4
Small negative impact on business	20.9
Large negative impact on business	11.7

Confused or Lost Orders

Three-quarters of firms answering this question say that their businesses are negatively affected by confused or lost orders generated by a lack of workers with needed skills or abilities. This difficulty is especially found in finance, transportation and wholesale trade firms.

Affects on Business: Role of Skill and Ability Deficits on Confused or Lost Orders	**Percent of Employers**
No impact on business	25.1
Small negative impact on business	48.6
Large negative impact on business	26.3

Slow Service

Over four-fifths (84%) of employers who answered this question claim that lack of skilled personnel generates slower service and, thus, affects their business. As might be expected, firms in trade and in transportation are more likely than others to report the worst problems with slow service associated with lack of needed skills or abilities.

Affects on Business: Role of Skill and Ability Deficits on Slower Service	**Percent of Employers**
No impact on business	15.3
Small negative impact on business	42.6
Large negative impact on business	42.1

Customer Relations

Almost 70% of the respondents to this question claim that their businesses suffer from poor customer relations due to the lack of personnel with needed abilities or skills. Forty percent of those who claim to experience these difficulties say that their businesses are strongly affected by these problems.

Affects on Business: Role of Skill and Ability Deficits on Customer Relations	**Percent of Employers**
No impact on business	30.4
Small negative impact on business	28.8
Large negative impact on business	40.8

Firms and organizations in transportation, finance, public administration and trade are most affected.

Inability to Introduce New Equipment, Technology or Processes

Given the focus on U.S. and, more specifically, on Pennsylvania's economic competitiveness, the inability of a firm to introduce new equipment, technology or processes is of profound concern. We asked respondents if the lack of basic skills and abilities among employees and/or potential employees prohibits their firms from introducing new equipment, technology or processes. Two-thirds say that the lack of appropriate employees does exactly that; i.e., two-thirds of these firms say they are obliged to forego or limit improvements and innovation because they cannot hire the personnel to operate the new equipment or processes.

Affects on Business: Role of Skill and Ability Deficits on Inability to Introduce New Equipment, Technology or Processes

	Percent of Employers
No impact on business	33.4
Small negative impact on business	50.7
Large negative impact on business	15.9

While acknowledging the possibility of self-serving answers by firms that lack the managerial expertise, risk-taking orientation or available capital to invest in new processes or equipment, it remains remarkable that two-thirds of responding firms indicate that lack of able personnel prevents improvements or modernization in their plants.

Inability to Expand Production or Take on Additional Work

The question here is similar to that above. It differs importantly in that we now ask not about the influence of skill and ability deficits on new processes or technologies, rather, we asked about the influence of skill and ability deficits on doing more of the same type of production or work.

Affects on Business: Role of Skill and Ability Deficits on Inability to Expand Production or Take on Additional Work

	Percent of Employers
No impact on business	15.4
Small negative impact on business	49.0
Large negative impact on business	35.6

The results are similarly disconcerting. About 85% of respondents say that the inability to secure workers with needed skills and abilities negatively affects their efforts to expand business. Over 35% claim that the skill deficits generate a large negative effect.

The impact when analyzed by size of firms reveals that smaller firms are most likely to complain of severe negative effects from skill and ability deficits prohibiting or limiting expansion.

Broken down by industrial sector, the data indicate that construction, durable and non-durable manufacturing, finance and transportation firms are most likely to claim that their expansion is limited or blocked by the inability to find appropriate workers.

■ QUESTION 6. WHO HIRES GRADUATES FROM THE MANY TYPES OF SCHOOLS AND TRAINING PROGRAMS? . . . AND WHAT ARE THEIR IMPRESSIONS OF THE QUALITY OF THE TRAINING?

This section of the survey focused on identifying the primary sources of trained workers and assessing the employers' opinions of the quality of training received. We asked employers: 1) if they hired workers from the several types of training and education programs; and 2) how they viewed the quality of training received by graduates they have hired. The question reads as follows:

> "Below is a list of types of training and educational institutions which supply entry-level workers. Please indicate: if you have hired employees from these types of institutions; and, if appropriate, your impressions of the quality of the training."

The table below combines data from the several responses to the individual questions. As can be seen, the most common type of graduate is from high school. About half of the firms, however, report hiring trainees from two- and four-year colleges and from private trade or technical schools.

The rates of hiring various types of graduates and trainees differs substantially by size of firm, location and type of industry.

Percentage of Firms That Hire Graduates of Educational and/or Training Programs	
a. High School - Academic	77.9%
b. High School - General Studies	86.4%
c. High School - Vocational-Education Program	63.5%
d. Area Vocational-Technical School (AVTS)	46.7%
e. Two-Year Community College	48.3%
f. Four-Year College/University	51.1%
g. Private Trade or Technical School	45.0%
h. Private Business School	27.6%
i. JTPA Program (Job Training Partnership Act) or PIC (Private Industry Council)	21.8%

PART TWO OF THE QUESTION: HOW EMPLOYERS' VIEW THE QUALITY OF TRAINING.

The second part of the question asks employers' how they perceive the quality of training received by graduates they have hired. The table below combines the data from the several individual tables, allowing comparison of employers' impressions of graduates by type of program.

Employers' Impressions of Hired Graduates

	Well Trained	Lack Some Needed Skills	Lack Many Needed Skills
a. High School - Academic	38.0%	52.3%	9.7%
b. High School - General Studies	12.6	66.4	21.0
c. High School - Vocational-Education Program	18.4	58.3	23.3
d. Area Vocational-Technical School (AVTS)	29.2	52.5	18.3
e. Two-Year Community College	56.5	31.9	11.6
f. Four-Year College/University	64.7	30.2	5.1
g. Private Trade or Technical School	47.0	43.6	9.4
h. Private Business School	46.5	44.9	8.6
i. JTPA Program (Job Training Partnership Act) or PIC (Private Industry Council)	10.1	60.8	29.1

As can be seen, employers seem most satisfied with graduates from two- and four-year colleges and from private trade, technical or business schools. Even with graduates from these institutions, however, at most 64.8% of employers would call the workers well trained. Moreover, only 38.0% of firms indicate that academic high school students are well trained. The figure drops to 12.6% when listing the percentage of high school graduates from general studies programs who are well trained — a figure slightly lower than the 18.4% who feel that vocational education students from comprehensive high schools are well trained.

The last column in the table showing percent of hired graduates who lack many needed skills indicates considerable dissatisfaction by employers with the graduates of JTPA programs and high school non-academic programs.

We note that the level of skills of the programs' graduates are determined by many factors unrelated to the quality of training. Those entering JTPA programs, for instance, seldom possess the same backgrounds or skills enjoyed by those in college. JTPA and many private trade and business schools, in fact, focus on at risk populations. It is thus misleading to evaluate the quality of a program's graduates without considering the backgrounds and abilities of those entering the program.

QUESTION 7. HAS THE FIRM HIRED EMPLOYEES IN THE LAST THREE YEARS TO WORK WITH COMPUTERS OR OTHER FORMS OF PROGRAMMABLE ELECTRICAL EQUIPMENT.

Slightly over one-third (38.2%) of employers have hired employees in the last three years to work with computers or with other forms of programmable electronic equipment. There is, however, a strong monotonic relationship between the size of firm and the hiring of people with computer skills. During the three years prior to the survey, almost all of the big firms compared to only one-third of the small firms reported hiring computer workers within the period.

QUESTION 8. HAS THE FIRM HAD DIFFICULTY OBTAINING WORKERS WITH THE COMPUTER SKILLS NEEDED BY THE ORGANIZATION.

We asked those firms who hired employees who work with computers if they experienced difficulties finding workers with the needed computer-related skills. We included as part of the question the option that employers might have trained some personnel to work with computers.

21.3% had no difficulty finding these workers;
15.4% had some difficulty;
12% had a lot of difficulty finding the workers; and
30.2% trained the workers they needed.

Nearly 80% of employers surveyed had difficulty finding workers with the computer skills needed, or the workers were trained on-the-job. Contrary to what might be expected, larger firms had as much or more difficulty finding computer workers as the smaller firms. Middle size firms were the most likely to train their workers to use computers

QUESTION 9. EMPLOYERS' VIEWS OF HOW TECHNOLOGY WITHIN THE NEXT SEVERAL YEARS WILL AFFECT FUTURE SKILL REQUIREMENTS

Employers were asked to agree/disagree and/or to comment on a series of non-mutually exclusive options in response to the question: "How do you think technology within the next several years will affect future skill requirements for most of your entry-level workers?"

The responses are of interest because they highlight the employers' perceptions that both basic skills and technical skills will be essential to future employment — with a tendency to emphasize the role of basic skills.

Basic Skills: 61.9% of employers claim that entry-level workers will need better basic skills than they now possess.

Specific Technical Skills: 45.2% of employers claim that entry-level workers will need more specific technical skills than they now possess.

Basic Skills and On The Job Training: About two-fifths (39.3%) of employers claim that advanced technical skills will not be required; basic skills plus on-the-job training will provide the needed know-how.

While employers' views on this topic are important, we note the need to appreciate their perspectives within a larger context. Employers reflect both the beliefs of the general community and their specific experiences in their workplaces. They also share the general human inability to predict the future and few devote extensive time to studying skill needs associated with emerging technologies. In the pretest, for example, we included questions on the relative skill needs of tasks that did and did not involve computers. After reviewing the data we were obliged to remove those questions. The pretest data revealed that almost all employers view any job involving computers as inherently more skilled than a job not involving computers. This view is questionable. One reason for introducing computers and programmable equipment into the workplace is to reduce the need for highly skilled workers and to enhance managerial control. Clearly, the history of microprocessor technology in the workplace raises doubts about the universality of computers requiring greater skills among all workers.

CONCLUSIONS

In literally hundreds of recent reports, business groups and educators tell us that our economy is threatened by an ignorant, unskilled and apathetic workforce. Businesses claim they suffer billions of dollars in losses from poor customer relations, absenteeism, and slovenly workmanship (Joint Report of the U.S. Departments of Labor, Education and Commerce, July, 1988; The New York Times, May 1, 1988). Many employers also claim that lack of a sufficiently skilled or committed workforce is limiting their ability to introduce new processes and technology or to expand current production. The concern about unskilled, ill educated and uncooperative workers is heightened by a profound decline in the numbers of young persons entering the labor market.

Our analysis indicates that many of the concerns related to workforce quality reported in national studies are also concerns of employers throughout Pennsylvania. Our data reveal that many of these problems are severe, costing Commonwealth enterprises lost business and lost growth. There are, certainly, differences in the prevalence of these problems in the Commonwealth's industry groups and locales. There are also systematic differences in the extent of these problems in firms of differing sizes. In general, larger firms claim to experience greater losses from entry-level workers' poor skills and attitudes. Also, with some exceptions, firms in rural areas and those in large urban areas — for the latter, especially those in inner cities — tend to endure more problems with workers' skills and attitudes. We also find that, in general, firms in finance, transportation, durable manufacturing, construction and retail trade suffer more than those in other sectors of the economy. Last, there are several measures where firms in the Pittsburgh area report greater than average difficulties. This phenomenon may be the result of the systemic changes that region has recently undergone.

IMPLICATIONS AND RECOMMENDATIONS FOR CHANGE

Change the Current Values Toward Learning: Improvements in Education will Follow

The central recommendation of this report is that we must do all we can to change the current values about learning, and by extension, about education. Government, business, labor, education and cultural institutions, communities and parents working together must use their power and the power of the media to restore learning and education to a rational position in our value structure.

Learning — perhaps the pivotal element of our lives — may have been less consequential to a system with an abundance of skilled workers and a dependency on increasing consumption. As long as there were enough skilled workers to make and to distribute products, our popular culture could focus on helping large populations to remember advertised brand names. But now we are in a bind. There is a shortage of workers with necessary skills. And knowledge of blue jean brand names or brands of beverages does not enhance productivity. (The **Center for the Study of Science in the Public Interest** found that children ages 8-12 could name more brands of alcoholic beverages than past U.S. presidents. The children could name an average of 5.2 alcoholic beverages but only 4.8 former presidents.)

What is proposed here is not pie-in-the-sky. As a society that spends billions creating and sending messages about all types of products and services, we easily have the ability to foster positive values about learning and education. The power to change these values is ours. As a society we have already altered these basic values. Unfortunately, we have molded these values in a direction that is now counter-productive. That is, the current, impoverished and ambivalent orientation toward learning and education is no longer acceptable if we are to participate in late twentieth century economic life.

Because all elements of the business community need workers who are at least receptive to learning, we can enlist the help of that powerful community. Business is essential because it, more than any other element in the society, controls popular culture and the media.

Equally important, we must understand that the problems of our educational system cannot be solved by only addressing the educational system. We must alter the underlying values that have marginalized education for so many of our youth — learning must become sufficiently important to merit our youths' serious involvement.

There are Jobs Waiting: Inform and Motivate Students

The second major recommendation of this report stems from three interrelated realizations:

- there are many jobs available at all levels of the occupational hierarchy;
- better jobs are available for those with more education and better skills; and
- many students are ill-informed or not informed about the job market or about the skills and education needed to secure meaningful work.

This is one of the few times in recent history where the promise of jobs can be honestly used as a secure motivator for students who are wavering in their commitment to their studies. Many guidance counselors and teachers are not familiar with the vast array of available labor market and occupational information that allows students to consider career options and that permits them to be better informed about the job outlook at local, state and national levels. Of those teachers and counselors who are familiar with various sources of career information, few attempt to integrate it into the school curriculum.

These views regarding the need to improve career counseling in Pennsylvania schools reflect the concerns of many business, educational and governmental leaders. A recent national survey by the Gallop Organization, sponsored by the National Occupational Informant Coordinating Committee (NOICC) and by the National Career Development Association (NCDA), strongly supports the belief that students and others need increased access to career planning assistance. According to the Gallop survey, professional counselors ranked second to friends and relatives as sources of assistance in career planning. Only 12% of the high school graduates and 7% of the dropouts had used school counselors. A related concern is that counselors and teachers need improved skills at using the vast amount of labor market and occupational information that is available to them and the clients they serve.

Guidance programs in Pennsylvania schools should be strengthened and expanded to ensure that all students, including those at risk, have access to occupational information. The National Career Development Guidelines, being field tested by the Pennsylvania Occupational Information Coordinating Committee and the Pennsylvania Department of Education in two demonstration school districts, can serve as models for elementary, junior and senior high schools' efforts to improve their programs.

Bring Business persons, Scientists and Technicians Into the Classroom

If work is something that is worth studying and "working" for, then let students share the excitement, understand the responsibilities and rewards, and appreciate the skills and training associated with it. Bring business persons, scientists and technicians into the classroom. Encourage them to talk about the pros and cons of their work, and about their own thoughts about alternatives. Of course, ask them to stress the preparation required for the job and the need for basic skills and study. Encourage schools to establish linkages with the private sector and non-profits by promoting cooperative education programs, student internships, and community service work experience. Excellent examples of this type of program abound.

Take Advantage of the Current Concern About Education: Involve Everyone

Over the past few years about 300 reports have been published on successful or at least very promising educational methods, reforms or improvements. From these reports and this research several common approaches emerge:

- Establish an atmosphere of experimentation and flexibility within the school. It's human to experiment with ideas. Only a powerfully discouraging bureaucracy can stop natural experimentation aimed at improvement.
- Involve parents, business, and the community in the educational process.
- Communicate a vision of "what can be" to all segments of the school's participants. Solicit input and active discussion about that vision.
- Take education seriously. Scholarship is more important than athletics, the lunchroom or the physical plant.

- Act to maintain a constructive balance between education and other activities in the lives of the students. Other institutions in society do not have educational goals but probably exert more influence on students than does the school. Students, for example, spend more time watching TV than doing homework or attending school. However, that ratio can be altered. It is worth remembering that TV was conceived as an educational medium. The TV programs that are watched need not be without merit. Similarly, it must be stressed that museums are actually more interesting than shopping malls; helping the community is more rewarding than driving up and down main street.
- Career and educational guidance should not be an afterthought in the educational process, but should be an integrated element of schooling.

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APPENDICES

APPENDIX A

The POICC Pennsylvania Employer Survey and Methodology

The sample of 2,300 firms was divided into four subdivisions, according to the numbers of employees in each firm. From each subdivision we selected 575 firms to receive the questionnaire. The sample data, including numbers responding, number of firms and workers in each category, and weight factors are presented below.

SAMPLE AND RESPONSE DATA, INCLUDING WEIGHTS

Sampling Subdivision	No. of Firms	No. of workers	No. Firms in Sub-sample	No. Firms Responding	Weight
1 - Small firms (1-19 w'kers)	169,536	840,478	575	111	1527.35
2 - Medium small firms (20-99 w'kers)	25,041	1,037,508	575	177	141.47
3 - Medium large firms (100-499 w'kers)	5,689	1,107,249	575	194	29.32
4 - Large firms (500 + w'kers)	910	1,035,659	575	171	5.32
Totals	**201,176**	**4,020,894**	**2,300**	**653**	—

Although the number of firms in each subdivision differ, the number of employees in each subdivision is roughly equal — about one million workers. The reason that each subdivision has about the same number of employees is that each of the larger firms employs a great many more workers than each of the smaller firms.[1]

Response Rate

The completed response rate for this study was a remarkably high 28%. (Actually, we were obliged to establish a cut-off date for coding questionnaires. The real response rate is over 40%)[2] We attribute this high rate to the salience of this topic to employers and to the considerable efforts put into design of the questionnaire and accompanying cover letters (see appendix). Dr. Ross Koppel (Social Research Corporation) prepared many drafts which were reviewed by Fritz Fichtner, Director of the Pennsylvania Occupational Information Coordinating Committee (POICC) and by Roy Newsome, Director of the Governor's Policy Office. Also, members of the Lehigh Valley Private Industry Council very kindly pre-tested the employer survey and reviewed drafts of the documents.

To increase the response rate we used both an initial mailing (cover letter, questionnaire, return address envelope) and a follow-up mailing (different cover letter and additional questionnaire with envelope). The first wave was mailed in February 1988. The second wave followed three weeks later. No significant differences were found between the first and second waves.

Coding of the questionnaire was almost entirely performed by the staff of the Governor's Policy Office. Keypunching of the data was performed by the Pennsylvania Department of

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[1] As can be seen, each of the responses from the small firms is weighted (multiplied by 1527.35) to reflect the number of firms of that size in the Commonwealth. Correspondingly, each of the responses from the other firms is appropriately weighted to reflect their ratios in Pennsylvania's firm population. Drawn in this fashion, the sample allows greater precision about responsdents who represent larger numbers of workers, even though they present fewer firms. However, and most importantly, to allow generalization to the total population of Pennsylvania firms the responses are weighted to reflect the ratio of each firm to the whole population of firms.

[2] The numbers given in the weighted tables reflect total population. Thus, tests of statistical significance are artificially inflated and must be derived from the unweighted tables. For this reason a complete and parallel set of unweighted distribution tables reflecting all marginal and crosstabular analyses were developed. Those tables also include the significance statistics.

Health. Work on the data tape was supervised by Mark Scott of the Health Department's Data Center. We thank all of these people for their hard work. We also want to especially thank all of the respondents for their effort at completing the questionnaire. Their time, energy and care made this part of our research possible.

APPENDIX B

Crosstabulation Variables

Although developed as part of the study, we do not discuss crosstabulations with other variables in this summary report. The sample size is too small for most of the individual cells to be statistically significant; and we caution the reader on drawing conclusions from such small sample correlations. The crosstabulation of each question with four other variables were run. These four variables are: Size of Firm; Type of Industry; Locale (e.g., rural, urban, suburban); and Zip Code. The tables provide all univariate distributions and all crosstabulations. In addition, each table is displayed in both weighted and unweighted form. More information on the four variables used in each crosstabulation is presented here.

- **Size of firm** — categorized as:
  Small firms (1 to 19 employees); Medium small firms (20 to 99 employees); Medium large firms (100 to 499 employees); and Large firms (500 or more employees). Note: the short name for this variable is WKSIZE. The sampling frame was based on categories of firm size.
- **Type of Industry** — categorized as:
  Agriculture, Forestry and Fishing; Mining (Note: only a few of these firms are in the sample); Construction; Manufacturers, Durable Goods; Manufacturers, Nondurable Goods; Transportation; Wholesale Trade; Retail Trade; Finance; Services; Public Administration (Government). Note: the short name for this variable is SICCODE.
- **Locale** — self-assigned categories, as follows:
  Rural; Suburban; Small Urban; Large Urban; Inner City. Note: As will become obvious in reviewing the data, there appears to be some ambiguity in the interpretation of the last category, "Large Urban, Inner City." Many respondents understood this category to reflect the large, urban, up-scale downtown — rather than reflect the euphemism for a depressed, urban neighborhood.
- **Zip Code** — Three-digit Zip Code of the region.

GOVERNOR'S OFFICE OF POLICY DEVELOPMENT
P.O. BOX 1323 - FINANCE BUILDING
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG, PA 17105

QUESTIONNAIRE ON WORKER SKILLS REQUIRED BY PENNSYLVANIA EMPLOYERS

This survey will help the Pennsylvania job training and education system respond to the worker skill needs of employers within our Commonwealth. The survey is part of a larger study being conducted by the Pennsylvania Occupational Information Coordinating Committee -- a multi-agency organization within the Governor's Office of Policy Development. Your participation will help us design better programs and provide better trained workers. This questionnaire should take about six minutes to complete.

1. Much attention has recently focused on the basic skills and work-related attitudes of entry-level workers. Please indicate your perceptions of recent entry-level workers in your Pennsylvania workplace(s). (For each item, place a mark in the appropriate column below.)

Note: "Entry-level workers" usually refers to employees with basic training but little experience; often a first career step within a firm.

Workers' Abilities	Pleased With Entry-level Workers	Slight Problem: Business somewhat Affected	Extreme Problem: Business Seriously Affected
a. Reading Ability			
b. Writing Ability			
c. Math Ability			
d. Ability to Communicate			
e. Ability to Follow Oral Instructions			
f. Ability to Follow Written Instructions			
g. Ability to Reason and/or Problem Solve			
h. Ability to Work with Others			
i. Basic Understanding of Business Operations			
j. Sense of Responsibility			
k. Acceptance of Supervision			
l. Other___________			

Official Use Only

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Sample 5

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Page One

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2. If you could improve three skills or attitudes of recent entry-level workers in your Pennsylvania firm, what would they be?

23 24

1.________ 2.________ 3.________

25 26

3. Of those who recently applied for work at your Pennsylvania site(s), what percentage would you estimate have the basic skills and abilities your firm seeks? _____%

27 28

Comments Welcome:________________________________

____

29 30 31

32 33

4. Have you had to modify or limit your method of business operation or of business practice because of a lack of needed skills among workers and/or job applicants?

   a. Yes ___

   b. No, but considered modifying/limiting operation because of lack of workers or applicants with needed skills___

   c. No ___ (If "No," you may skip to Question No. 6, or you may answer Question No. 5, anyway.)

34

5. Here is a list of ways in which lack of basic skills and abilities among employees and/or potential employees may affect business. For each item, indicate with a mark how your business is affected.

	No Impact	Small Negative Impact	Large Negative Impact	
a. Inefficiencies/ Productivity Losses	___	___	___	35
b. Greater Wastage	___	___	___	36
c. Higher Accident Rate	___	___	___	37
d. Confused or Lost Orders	___	___	___	38
e. Slower Service	___	___	___	39
f. Poor Relations with Customers	___	___	___	40
g. Inability to Introduce New Equipment, Technology or Processes	___	___	___	41
h. Inability to Expand Production or Take on Additional Work	___	___	___	42

Next Page Please

6. Below is a list of types of training and educational institutions which supply entry-level workers. Please indicate: if you have hired employees from these types of institutions; and, if appropriate, your impressions of the quality of the training.

	Hired Graduates		Impressions of Hired Graduates			
	Yes	No	Well Trained	Lack Some Needed Skills	Lack Many Needed Skills	
a. High School- Academic	___	___	___	___	___	43 44
b. High School- General Studies	___	___	___	___	___	45 46
c. High School- Vocational-Education Program	___	___	___	___	___	47 48
d. Area Vocational-Technical School (AVTS)	___	___	___	___	___	49 50
e. 2-Year Community College	___	___	___	___	___	51 52
f. 4-Year College/Univ.	___	___	___	___	___	53 54
g. Private Trade or Technical School	___	___	___	___	___	55 56
h. Private Business School	___	___	___	___	___	57 58
i. JTPA Program (Job Training Partnership Act) or PIC (Private Industry Council)	___	___	___	___	___	59 60

7. Has your firm hired employees within the last three years to work with computers or other forms of programmable electronic equipment?

Yes___ No___ (If "No," please skip to question no. 9). 61

8. Have you had difficulty obtaining workers with the computer skills your organization needs?

a. No difficulty ___

b. Little or no difficulty because we trained them ___

c. Some difficulty ___

d. Much difficulty ___ 62

e. Not applicable ___

9. How do you think technology within the next several years will affect future skill requirements for most of your entry-level workers? (Please check ALL that apply.)

a. Entry-level workers will require better basic skills than they now possess___

b. Entry-level workers will require more specific technical skills than they now possess___

c. Advanced technical skills will not be required; basic skills plus on-the-job training will provide the needed know-how___

d. Other (Please explain) ____

____

****

Some Basic Questions About Your Firm and Location (No Names Please):

Approx. number of workers at your Pennsylvania location(s):__________

Approx. number of workers in entire firm or organization (if your firm has worksites in more than one state). ____________

Your PA Zip Code - first three digits only. (If more than one location within Pennsylvania, please insert Zip Code of PA largest site.) _ _ _

Type of industry or SIC code:____________

Would you classify your Pennsylvania location(s) as primarily (check one):
Rural__ Suburban__ Small Urban__ Large Urban__ Large Urban-Inner City__

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KD ID 86

Thank you for completing this questionnaire.

Additional comments are encouraged; you may include extra pages.

A postage-paid envelope is provided to return this document to:

POICC (Pennsylvania Occupational Information Coordinating Committee)
Governor's Office of Policy Development
506 Finance Building, P.O. Box 1323, Harrisburg, PA 17105

If you want a copy of the executive summary of the report, please send a separate post card or letter requesting same to the above noted address. To ensure anonymity, request for the executive summary should not be included with the completed questionnaire.

Basic Skills as They Relate to the Workplace
Key Concepts

F.1. Interpersonal Skills
- Teamwork
- Working for a Boss
- Conflict Resolution
- Brainstorming
- Reaching Consensus

F.2. Critical Thinking Skills
- Problem Solving
- Time Management
- Stress Management

F.3. Communication Skills
- Verbal Communication
- Nonverbal Communication

F.4. Reading on the Job

F.5. Computation on the Job

F.6. Writing on the Job

F. 1. Interpersonal Skills
Teamwork

Teams are groups of people working towards a common goal.

Teambuilding is critical in the workplace:

- When a job requires interdependence among people working on a job.
- When a job requires people who can and will work effectively together.
- When daily work operations become more complex and diverse—relying more on individuals working in teams that, in turn, work together as a larger team.
- For complex problem solving.

Synergy is the result of effective teamwork;
When the result is greater than the mere addition of the parts.

Teamwork achieves synergy when:

- **Productivity increases.**
- **Quality improves.**
- **Diverse personalities of team members cooperate and work well together.**

Scholtes, P.R. 1988. The Team Handbook. Joiner Associates.

Members of a team:

- Participate in decisions that affect the team including the setting of team goals.
- Recognize their interdependence and understand that team goals are best accomplished together.
- Feel a sense of ownership for their jobs and the team because they are committed to the goals they helped set.
- Contribute to the team's success by applying their unique talents and skills to team objectives.
- Work in a climate of trust.
- Feel free to express ideas, opinions, and feelings.
- Practice open and honest communication and make an effort to understand each other.
- Recognize conflict as normal and view conflict as an opportunity for new ideas and creativity.

Team Rating Checklist

Rate your team on a scale from 1 to 5 (1= low; 5= high).

Purpose

1. Members can describe and are committed to a common purpose.
2. Goals are clear, challenging, and relevant to the purpose.
3. Strategies for achieving goals are clear.
4. Individual roles are clear.

Empowerment, Relationships, and Communication

5. Members feel a personal and collective sense of power.
6. Members have access to necessary skills and resources.
7. Policies and practices support team objectives.
8. Mutual respect and willingness to help each other are evident.
9. Members express themselves openly and honestly.
10. Warmth, understanding, and acceptance are expressed.
11. Members listen actively to each other.
12. Difference of opinion and perspectives are valued.

Flexibility and Optimal Productivity

13. Members perform different roles and functions as needed.
14. Members share responsibility for team leadership and development.
15. Members are adaptable to changing demands.
16. Various ideas and approaches are explored.
17. Output is high.
18. Quality is excellent.
19. Decision making is effective.
20. Clear problem-solving process is apparent.

Recognition, Appreciation, and Morale

21. Individual contributions are recognized and appreciated.
22. Team accomplishments are recognized.
23. Group members feel respected.
24. Team contributions are recognized and valued.
25. Individuals feel good about their membership on the team.
26. Individuals are confident and motivated.
27. Members have a sense of pride and satisfaction about their work.
28. There is a strong sense of cohesion and team spirit.

Blanchard, K., Carew, D., & Parisi-Carew, E. (1990). The One Minute Manager Builds High Performing Teams. New York: William Morrow.

Managing Your Boss

At first, the phrase "managing your boss" may sound conniving or manipulative. But recent studies and our own common sense and experience tell us that a good relationship with a boss involves mutual dependence and takes work on both sides. Ultimately, the burden falls on the subordinate to find out what the boss's expectations are and to adjust to his working style.

You and your boss are mutually dependent. Your boss needs you to provide dependable, quality work, but also to provide information, identify problems and suggest improvements. You need your boss to set priorities, and provide the information and resources you need to do your job.

Understanding The Boss and Yourself

Managing your boss means that you have to understand him and adjust your style to his. Here are some questions to ask yourself:

What are his goals or pressures?

- What does he have to get done? For whom? By when? At what cost?
- Don't just guess at these. Ask your boss or others if no one has informed you of these priorities. Since goals and pressures change, test your assumptions on a regular basis. When you understand what the current priorities are, you can do a better job of meeting them.

What are his strengths and weaknesses?

- What things does he do well? What things does he tend to handle badly? In what ways can you support his strong areas and help him in his weak areas? What qualities in him are not going to change and how can you better adapt to those?
- Talk with other people on the job to get their impressions of your boss. Other perceptions are important to provide a well rounded picture and balance any biases you may have in appraising your boss.

What is his work style

- What is his social style? (Formal or informal, reserved or excitable, personal or impersonal, likes serious tone or enjoys humorous approach, strictly business or enjoys small talk?)
- How does he prefer to get new information? (Verbally with follow up memo, or in writing with a follow up discussion)
- How much detail can he handle? ("Big picture" person who does not want to be bothered with details, or "hands-on" person who wants to know all the details and has the time and patience to hear them)
- How much control does he want? ("Big picture" person who is willing to delegate and let you run with the ball, or "hands-on" person who wants you to run every step by him)
- How does he handle conflict? (Relishes conflict and will come down hard on you if you oppose him directly, doesn't like conflict, but handles it well when he has to, or avoids conflict and becomes evasive or withdrawn when faced with a conflict)
- What is his style under stress? (Extra- controlling and dominant, nervous and over-talkative, quiet and withdrawn)

Managing Your Boss cont.

Activity

1. As a large group, discuss the following questions:

- What do you think of the idea of "managing your boss"? (Manipulative or necessary?)
- In what ways is your boss dependent on you?
- In what ways are you dependent on him?
- What are some goals and pressures you have noticed in bosses?
- What are some strengths and weakness you have noticed in bosses?
- What are some work styles you have noticed in bosses regarding:
  - Social style
  - Ways of taking in new information
  - Handling detail
  - Control
  - Handling Conflict
  - Style under stress

2. Divide the large group into groups of 3-4, ideally with the same boss. Ask each group to fill out the following chart for that boss. (If they do not have the same boss, they can pick someone they know or they can make up a boss).

Situation	Boss's Style	Best Way To Handle
1. Over the past month the workload for you and others has been increasing and now is causing tremendous stress for you and others.		
2. You just made a stupid mistake that cost the company some mateterials and time.		
3. You want a raise.		
4. You want to try a new way to improve your company's work processes.		

3. After 10-15 minutes, ask the small groups to present a sample of their conclusions to the large group.

References:

Gabarro, John J. and Kotter, John P. (1983). "Managing Your Boss". *People: Managing Your Most Important Asset.* Harvard Business Review. Boston, MA.

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Conflict Resolution

- Conflict is inevitable and normal.
- Managing conflict is healthy.
- Conflict can be constructive depending upon how it is handled.

Conflict

Two or more people

Who interact and perceive

Incompatible differences between or threats to

Their resources, needs, or values

POINT OF CONFLICT →

This causes them to behave

In response to the interaction and their perception of it.

Guidelines for healthy management of conflict:

1. Clearly state your needs or concerns.
2. Do not argue blindly.
3. Avoid changing your mind just to agree.
4. Be assertive—not aggressive.
5. Do not assume that someone must win and someone must lose.
6. Keep your focus on issues, not personalities.
7. Concentrate on problem solving and collaboration.
8. Try for the most acceptable to everyone.
9. Avoid prolonged two-way exchanges.
10. Use deliberate pauses for thought or to cool down.
11. Explain differences and build on similarities.
12. Encourage active listening—restate the previous person's ideas before presenting your own and avoid interrupting discussion with "yes, but."

Learning From Conflict

As a trainer and as an adult, you deal with conflict every day. You've seen how conflict handled effectively can lead to greater understanding and improved performance on the job, while badly managed conflict leads to poor morale, tension and lower productivity. The activity below is taken from the excellent "Learning From Conflict — A Handbook For Trainers and Group Leaders" (1991), by Lois B. Hart, published by HRD Press, Amherst, Massachusetts (800) 822-2801 ($49.95). This activity is a great way to review different methods of conflict resolution in a dynamic, interactive format! Use it for customer service, team building, communication, supervisory training or as an exercise for your own personal growth. Try having your trainees come up with their own case study that describes a conflict they deal with! Any way you try it, this one's a winner!

Trade Winds in Work Based Learning Oct 93

Activity

Objective To distinguish between 5 basic resolution methods; to apply the 5 methods in a case study

Group Size Up to thirty if divided into smaller groups

Time Required One hour

Handouts

- "Five Basic Methods For Resolving Conflicts"
- Case Study (develop your own or use sample p. 4)

Content & Process

1. Explain that the purpose of this activity is to provide an overview of five basic methods of conflict.
2. Distribute the handouts, Five Basic Methods. Go through each of the 5 methods using examples so that participants understand the differences between the methods. Explain that the Denial and Suppression methods are only different in their degree of avoidance of conflict. Also spend sufficient time to be sure participants understand clearly the difference between negotiation and collaboration – both are easily misunderstood and misused.
3. Form groups of 4-6 people.
4. Distribute the case study. Read over the general instructions and ask each person to rank their individual answers. Be sure this is done privately first.
5. In their small groups, have them discuss their choices. The purpose is merely to explain their selections, not to reach consensus.
6. In their small groups, ask them to identify each of the five responses as one of the five methods. For instance, in each case there is only one "Denial", one "Suppression", etc. The group should try to agree on this assignment.
7. In the large group, give the correct answers (see the key p. 4).
8. Discuss and review the five methods. Emphasize the importance of learning and using all of these methods when they are appropriate.

Variations

1. Reverse the order. Have them do the case study first, before any explanation of the five methods is given.
2. The small groups reach consensus on how they rank the choices in the case study. Be sure to review the collaborative process guidelines found in Chapter 9 of Hart's "Learning From Conflict".

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Five Methods For Resolving Conflicts

Method #1: Denial

What Happens: This method is used when the conflict is ignored or denied that it even exists. Usually the person says nothing or makes no effort to even talk about the issue, much less try to resolve it. Sometimes this method is used because the person really doesn't know what to do or because he is fearful of the conflict or what will happen if it comes out in the open. Often people deny conflicts when they have no commitment to improve the relationship and/or are unsure of the goals.

Appropriate To Use When: Denial is appropriate when the issue is really not very important. Often it is best to do nothing when the emotions are just too strong or the timing is just not right. A cooling - off period or delay to gather more information may be necessary before using another method.

Inappropriate To Use When: Denial is not appropriate when the issue is really important and should be resolved, or when the issue will only escalate, making it harder to resolve later on.

Method #2: Suppression

What happens: People suppress or smooth over a conflict by playing down differences or appealing for harmony. Usually emotions are minimized or controlled. They may be very aware of the conflict but choose to wait and watch what will happen. As in denial, the people who suppress conflict may not know what to do or may be fearful of letting the conflict surface. Often the goals are unclear.

Appropriate To Use When: Like denial, suppression ais appropriate when the issue is not very important or the timing is not right. But, in addition, smoothing over the conflict can be appropriate when it is more important to preserve the relationship. This works best when both parties "take turns" accommodating the other person.

Inappropriate To Use When: Suppression is not appropriate when the issue is important and sminimizing it will result in an escalation of the problem. It is also inappropriate when the others in the conflict are ready and willing to work toward a resolution.

Method #3: Power

What Happens: This method relies on the authority that comes with one's position such as that of a boss or parent.

Appropriate To Use When: Often it is very appropriate to settle a conflict between employees or children by using one's authority or power especially when they are unable to settle it themselves. If the conflicting parties approach conflict very differently, then this method may help. This method may be necessary if speed is of the essence.

Inappropriate To Use When: Using one's positional power is inappropriate if those in the conflict have no opportunity to express their needs or to fulfill their self-interest. If the boss or parent "dictates" the solution, then the parties may not be committed to acting on it.

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Method #4: Negotiation

What Happens: the negotiation process requires give and take on the part of each party in the conflict. Usually each person gives up something from his original position and compromises on a solution somewhere in the middle.

Appropriate To Use When: this method works when those in the conflict are committed to this process, recognize how it works, and are willing to give enough leeway to make it work. The goal must be clear. The individuals usually have a healthy self-concept and sufficient confidence to believe a compromise can be reached.

Inappropriate To Use When: This method does not work when people enter the negotiations with a tough attitude, determined to give very little from their position. Negotiations are difficult to do if the original positions are highly inflated and too far from the middle where eventually a compromise will need to occur. It also does not work when the parties do not believe in negotiating.

Method #5: Collaboration

What Happens: People in conflict use collaboration to reach a consensus or agreement on a solution. This means that each person's abilities, values and expertise are recognized and respected. It requires a clearly stated goal and position about the conflict. The emphasis is on finding a solution to the problem by talking at length until one is found that each person can accept. The result is usually a creative solution and people are usually happy with the solution and feel good about the other person.

Appropriate To Use When: This method works when each person is committed to the collaboration process.. Everyone must know and follow the guidelines and devote enough time until consensus occurs. People usually have a healthy self-concept and desire to work effectively with others.

Inappropriate To Use When: Collaboration does not work when people are neither committed nor trained in the process or when there is not enough time to see the process through. Highly competitive people would have a difficult time using this method.

Sample Case Study

Periodically you have assigned some of your office staff to other departments who have faced urgent deadlines. These requests were small, temporary and infrequent, causing minimal strain on your department. However, one department has recently made almost constant demands for two people. This means the rest of the staff must fill in for the missing people, usually by working harder and taking shorter breaks. You would:

_____ A. Let it go for now; the "crisis" will probably be over soon.

_____ B. Try to smooth things over with your own staff and with the other department office manager; we all have jobs to do and cannot afford a conflict.

_____ C. Let the other department have only one of the two people they requested.

_____ D. Go to the other office manager and talk about how these demands for additional personnel could best be met without placing your department in a bind.

_____ E. Ask your boss to "call off" these extra requests from the other department.

Answer Key: A=D; B=S; C=N; D=C; E=P.

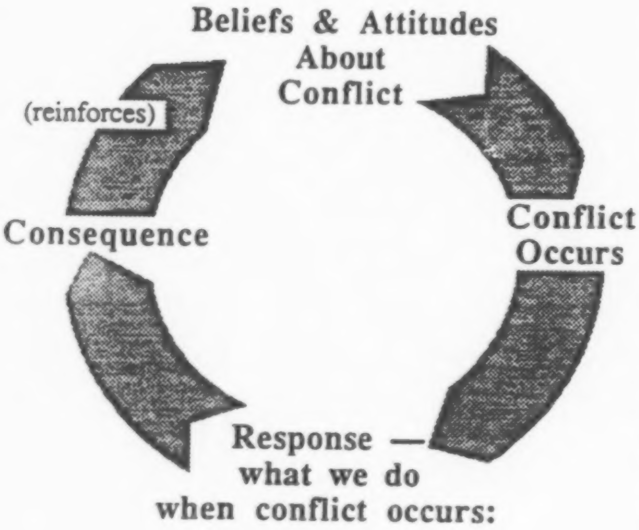
The Conflict Cycle

Our individual experience of conflict seems to move through a series of phases that together make up a self-perpetuating cycle. This cycle can be positive or negative. By examining the cycle of conflict for ourselves, we can provide a vocabulary and a map for thinking about the ways in which conflict operates in our lives.

Phase One:
Attitudes and Beliefs

The cycle begins for all of us with our beliefs and attitudes about conflict. As we have seen, these beliefs and attitudes stem from many sources —

- childhood messages we received about conflict
- the behaviors modeled by parents, teachers and friends
- the attitudes presented by the media (T.V., movies, etc.)
- our own experiences with conflict.


Beliefs & Attitudes About Conflict
Conflict Occurs
Response — what we do when conflict occurs:
Consequence
(reinforces)

These beliefs and attitudes will affect how we will respond when conflict occurs.

For example, Jean comes from a family where conflict was never expressed openly. Although there were many occasions when the tension resulting from a conflict could be felt in the house, everyone pretended that there was nothing wrong, and feelings of anger or frustration were never expressed. These tensions caused stress for all members of the family. Jean came to believe that conflict was negative, that it causes tension, discomfort and strain, and that openly dealing with conflict should be avoided.

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Conflict Resolution Process

Plan ahead — analyze

- What specifically concerns me about this conflict?
- How does this affect me?
- Why is this important to me? What are my values?
- Do I carry suspicions or assumptions about the other person?
- What would make the situation better for me?

Set the tone

- State positive intentions (e.g. "I want this relationship to last," "This is important to me," "I really want to understand this.")
- Acknowledge and validate the other person (e.g. "I can see that you are just as concerned as I am," "I appreciate your willingness to talk about this," "Thank you for taking this seriously.")

Discuss and define the problem

- Each person states his/her issues and feelings. (taking turns — while one person states his/her issues and feelings, the other uses Active Listening).
- Use effective listening and speaking techniques.
- Identify interests and needs.
- If necessary, discuss assumptions, suspicions, and values.

Summarize new understandings

Brainstorm alternative solutions

- Determine the advantages and disadvantages of each course of action; consider consequences and do a reality check.
- Choose solutions that are mutually satisfactory to all parties. Make sure the solution(s) is/are specific and balanced.

Plan for follow-up

- Agree on a time to check with one another in the future.

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Guidelines for Brainstorming

Brainstorming enables a group to compile a list of possible problems, causes of problems, or solutions to problems.

Stage One

1. Assign one member of the group to record all ideas.
2. All group members should be encouraged to contribute ideas.
3. Do not evaluate or judge ideas at this time.
- All ideas are welcome.
4. Do not discuss ideas except briefly to clarify understanding.
5. Be creative
- It is easier to eliminate than accumulate.
6. Repetition of ideas is okay.
- Don't waste time sorting out duplications.
7. Encourage quantity.
- Don't worry if ideas seem impractical or impossible.
- They may lead to something else that works.
- The more ideas the greater the likelihood of one that works.
8. Don't be too anxious to close out this stage.
- When a plateau is reached, let things rest and then start again.

Stage Two

1. When all ideas are recorded, review all suggestions.
2. Combine identical ideas.
3. Consider all factors associated with each idea.
4. Determine pros and cons of each idea.
5. Vote to select solution.

Reaching Consensus

- Consensus is resolving a problem or making a decision or taking a stand through compromise.
- All members support it—no member may oppose it.
- Consensus is not necessarily an unanimous vote—it may not represent everyone's first choice.
- Consensus is not a majority vote. In a majority vote only the majority get something they are happy with—the minority may get something they don't want at all.

F.2. Critical Thinking Skills on the Job

Critical thinking skills are closely related to communication skills, learning skills, and interpersonal skills.

Critical thinking skills include:
- The ability to sort and organize information.
- The ability to prioritize, compare, and analyze data.
- The ability to draw conclusions and make inferences.
- The ability to transfer information from one situation to another.
- The ability to differentiate between fact, fiction, opinion, and cause and effect.

Problem Solving Strategies

1. State the problem in as many different ways as possible to make sure you understand the problem.

A problem that is understood is half-solved.

2. Get the facts to determine what is known and what information is needed.

3. Analyze what the situation is all about and review assumptions to determine if they are valid.

4. Based on what you now know, restate the problem and begin to develop alternative solutions.

5. Review the alternative solutions individually and select the alternative that best solves the problem.

Real World Problem Solving

1. The first and sometimes most difficult step in problem solving is recognizing that a problem exists.

2. It is often harder to figure out just what the problem is than to figure out how to solve it.

3. Problems tend to be ill-structured.

4. It is not usually clear just what information will be needed to solve a given problem, nor is it always clear where the requisite information can be found.

5. Solutions to problems depend on and interact with the contexts in which the problems are presented.

6. Problems generally have no one right solution and even the criteria for what constitutes a best solution are often not clear.

7. Solutions to problems depend at least as much on informal knowledge as formal knowledge.

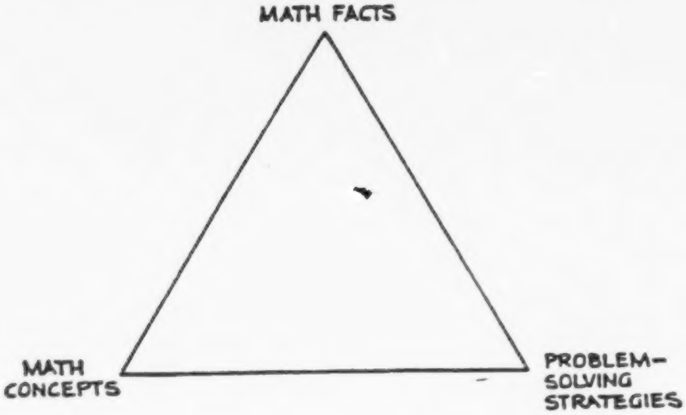
8. Solutions to important problems have consequences that matter.

9. Problem solving often occurs in groups.

10. Problems can be complicated, messy, and stubbornly persistent.

Sternberg, R. "Teaching Critical Thinking: Are We Making Critical Mistakes?" Phi Delta Kappa, Vol 67. No. 3. pp. 194-98.

MATHEMATICAL PROBLEM SOLVING



Research has demonstrated that generall problem-solving strategies, or heuristics, can assist students in solving mathematical problems which require more than simply the application of an algorithm. The following is a listing of such strategies:

PROBLEM SOLVING STRATEGIES

1. Read the problem carefully. Re-read if necessary.
2. Determine the meaning of key words or special terms.
3. State the goal in your own words.
4. List the relevant information and determine if additional information is needed.
5. Draw a picture or diagram of the problem.
6. Look for patterns.
7. Break the problem into smaller pieces.
8. Recall similar problems and think about how they were solved.
9. Use systematic trial and error (guess and check).
10. Work backwards from the final result.
11. Be flexible. Try different approaches.
12. Check your solution with the original goal. Does it make sense? Is it accurate?

McTighe, J. Cooperative Learning and Thinking Skills

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TRIANGULATING ON TRIANGLES

OBJECTIVE: To discourage trainees from jumping to early conclusions before careful analysis of the total picture from many angles (pun intended).

PROCEDURE: Break the group into teams of three (basis for the ensuing process of "triangulating" -- looking at something from three different directions in hopes of increasing the accuracy of the product.)

Instruct the teams to count the number of triangles portrayed in the figure. After a few minutes, ask for teams to report on how many they found in the diagram, and an explanation of which ones they are.

Before disclosing the number of triangles, ask them to examine the effectiveness of their team experience. What did they do well, and what could they have improved upon?

Then proceed to inform them that there are a total of 47, as follows: ACE, FBD, AED, AEH, AEB, AFC, AFH, AFD, AFB, FEB, FCE, FEJ, FEH, DEA, DEB, DEH, DEG, DEF, DCH, DCA, DCB, ECH, ECB, ECF, ACH, ACD, AFC, ABG, ABH, ABD, BCI, BCH, BCF, BGH, BHI, HID, HJD, HJF, HFG, FED, FHD, FBJ, BJD, BFH, BHD, FID, FGD.

DISCUSSION QUESTIONS: What factors inhibit you from seeing all 47 triangles?

How does a systematic approach to identifying the triangles help (e.g., the triangles originating from a single side; or first identifying the number of single triangles)?

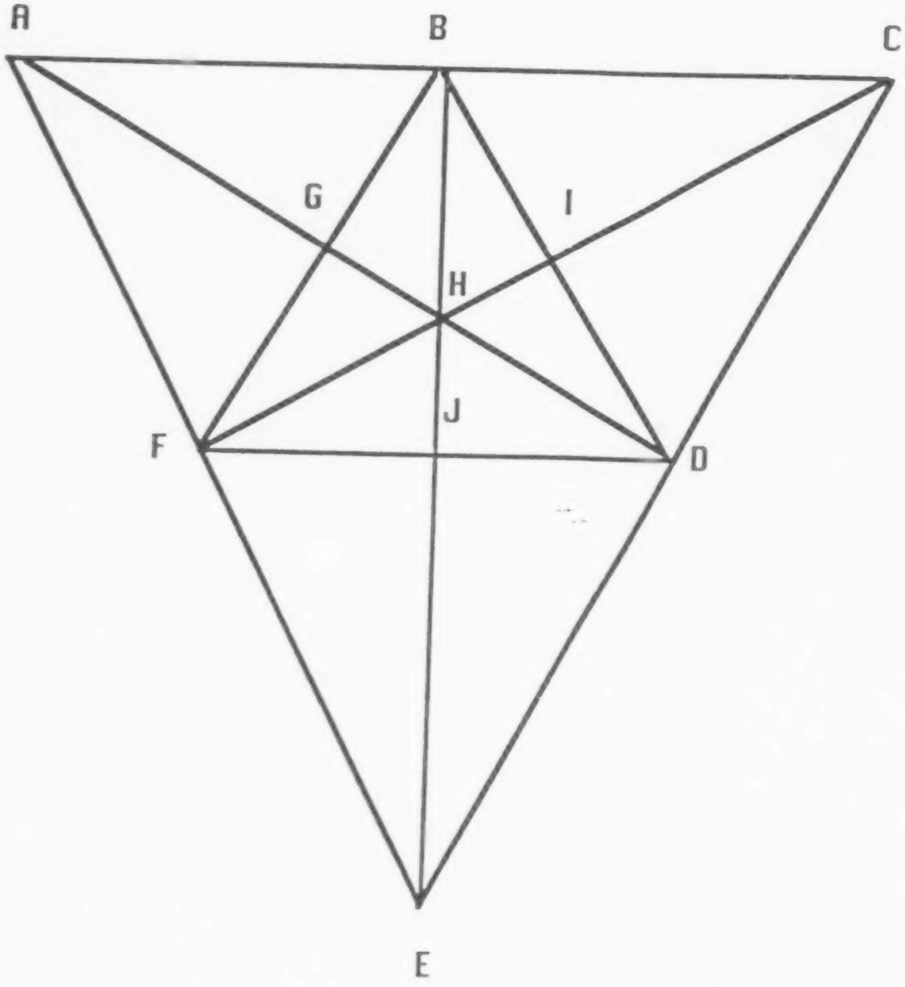
How does working in a team of individuals help you to "see" things from different angles?

MATERIALS REQUIRED: A copy of the diagram for each participant (or at least one for each team).

APPROXIMATE TIME REQUIRED: 10-15 minutes.

SOURCE: Unknown.

THE HIDDEN TRIANGLES FIGURE


A
B
C
G
I
H
J
F
D
E

Time Management

- How individuals manage their time determines the quantity and quality of work accomplished.

- Very often there is too little time to do a job in a preferred way.

- We often find ourselves doing what we can in a limited amount of time.

- One way to reduce stress caused by time management problems is to avoid procrastination.

Stress Management

The total cost of stress to American business is about $300 billion a year; this includes workers' compensation, lost productivity, absenteeism, and training new workers. (Rosch, P. American Institute of Stress).

- Everyone experiences stress at one time or another.

- How individuals minimize or cope with stress is vital to personal well-being, especially health, and successful productivity.

- Stress can be caused by many things including personal and employment problems.

- Conflict is a very common cause of stress and can be handled through positive conflict resolution techniques.

- Obstacles or constraints that become barriers to achieving one's goals can also cause stress. Knowing how to overcome barriers can reduce stress and be a step toward reaching goals.

Procrastination

This month's STUDENTaccesspage can be used as a classroom discussion tool or as an individual exercise. The information in this article was adapted from Dr. David D. Burns' book entitled ***The Feeling Good Handbook*** *which focuses on methods to improve your self-esteem, to overcome obstacles, and to reach goals. Here are some suggestions that the author provided for dealing with procrastination.*

What Are You Waiting For?

You have investigated your options and decided to make a career change. You have researched the career requirements and identified your transferable skills. You have determined your salary expectations and know which companies to contact. You have practiced and fine tuned all the answers to job-interview questions, and your resume is ready. Despite all of this preparation, you still put off taking that next big step. So, what are you waiting for?

The act of procrastination is often based on the fear of consequences. We are all afraid of being rejected, of being laughed at, of appearing stupid or unpolished, or of dealing with the unknown. So we say to ourselves, "I'll start fresh on Monday morning." But, by then, the fear of rejection creeps in and, instead of calling employers to begin networking, we call a friend and tell them how we are going to start the job-search today.

By the time we get up the nerve to call a potential employer, it's late afternoon. So, we plan a new fresh start early Tuesday morning, and the pattern repeats itself. Fear has won and procrastination becomes a way to deal with fear. If you find yourself falling into this trap, consider these steps to break this cycle.

#1. Expect obstacles. You will not reach all of your contacts on the first try. However, if you realize that you will encounter difficulties, you can overcome them with perseverance. Set a goal to contact employers until you have achieved a certain number of appointments for interviews. Remember to make that number realistic and attainable.

#2. Tune out negative thoughts. You may be feeding yourself unrealistic negative messages that block your job-search efforts. Take the time to write down all the negatives you are feeling. Once you identify these thoughts, you will be able to cancel the negative effect they have on you.

#3. Give yourself credit. We often forget to count the good things we do. No matter how small the achievement, be willing to give yourself a pat on the back for it. If you do not allow yourself to feel good about your accomplishments, you will soon find yourself not making the effort.

#4. Little steps lead to big feats. Do not wait for the "right time" to begin. The best way to get a job search started is to break the process down into "manageable" steps, such as: The Initial Contact(s); The Conversation(s) to Get the Interview; The Interview Process; and The Follow-Up. This will eliminate the feeling of being overwhelmed by the entire process.

By recognizing the tasks you don't want to complete and the reasons why, you can break the procrastination stronghold. When you set goals and reward yourself for achieving them, you can stay focused on the task of the job search. Accentuating the positive and eliminating the negative will keep you motivated throughout your job search.

What are you waiting for?

The Feeling Good Handbook *by David D. Burns, M.D. is published by William Morrow and Company, Inc., New York, New York and can be found at your local library.*

F.3. Communication Skills on the Job

- Communication is the transmitting and receiving of information.
- More than 80 percent of a person's waking time is spent speaking, listening, reading, and writing.
- The average person listens more than speaks—approximately 50 percent of communication is listening.
- Verbal or oral communication transmits ideas using words—speaking and listening.
- Nonverbal communication includes reading, writing, and body language.

Verbal Communication

Speaking

- Using appropriate vocabulary or technical terms for the workplace.
- Pronouncing words correctly.
- Using appropriate manner and procedures on the telephone.
- Reporting information in a logical, organized manner.
- Repeating or summarizing information accurately.
- Describing a situation or item accurately.
- Formulating questions to elicit needed information.

Formal and informal speaking:

- Public speaking, presentations, interviews, transmitting messages, dealing with customers, discussions, presenting ideas, judgments, and opinions.

Effective speaking requires:

- A clear speaking voice.
- Careful and correct use of words and grammar.
- Appropriate tone of voice.
- Appropriate speed of talking.

Listening

- Identifying procedures and directions.
- Understanding general and technical concepts and relationships.
- Identifying main ideas and key points.
- Drawing conclusions from stated information.
- Detecting problems by comparing noises or comparing information.
- Understanding and clarifying requests, complaints, safety instructions, and warnings.
- Determining when a response is needed or desired.

Effective listening requires:

- A clear understanding of the message.
- Correct interpretation of the words that are being spoken.
- Correct interpretation of tone of voice, inflections, and stress put on particular words.
- Evaluating the message.
- Concentrating on what the speaker is saying rather than what you plan to say in response.
- Looking at the speaker, not interrupting, and asking questions if the meaning is unclear.

Strong communication skills are important because they:

- Increase self-confidence.
- Enhance job performance.
- Present new opportunities.

Weak communication skills can:

- Impair job performance and the ability to keep a job.
- Stand in the way of obtaining a job.
- Stand in the way of selling oneself.
- Result in mistakes, accidents, and loss of time and money.
- Lead to misunderstandings.

Nonverbal Communication

Writing

Writing is used less often than verbal communication but is sometimes the only means to communicate with someone through forms, memos, notes, labels, and records.

- Must know how to use words correctly.
- Must focus on individual words and their meanings.

Reading

- Must have strong reading comprehension skills.
- Must know how to read different types of written materials appropriately.
- Must have good sight word vocabulary.

Body Language

- Posture or stature.
- Degree of closeness to someone else.
- Hand gestures.
- Facial expressions.
- Eye contact/no eye contact.
- Explicit acts such as a pat on the back or slamming a door.

THE LOCKHORNS
/Bill Hoest

"THE PROBLEM, AS I SEE IT, IS COMMUNICATION. YOU'LL HAVE TO FIND A WAY TO AVOID IT."

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ACTIVE LISTENING TECHNIQUES

Statements that help the other person talk.

Statement	Purpose	To Do This. . .	Examples
Encouraging	1. To convey interest 2. To encourage the other person to keep talking	. . .Don't agree or disagree . . .Use neutral words . . .Use varying voice intonations	• "Can you tell me more . . .?"
Clarifying	1. To help you clarify what is said 2. To get more information 3. To help the speaker see other points of view	. . .Ask questions . . .Restate wrong interpretation to force the speaker to explain further	• "When did this happen?"
Restating	1. To show you are listening and understanding what is being said 2. To check your meaning and interpretation	. . .Restate basic ideas and facts	• "So you would like your parents to trust you more, is that right?"
Reflecting	1. To show that you understand how the person feels 2. To help the person evaluate his or her own feelings after hearing them expressed by someone else	. . .Reflect the speaker's basic feelings	• "You seem very upset."
Summarizing	1. To review progress 2. To pull together important ideas and facts 3. To establish a basis for further discussion	. . .Restate major ideas expressed including feelings	• "These seem to be key ideas you've expressed. . ."
Validating	1. To acknowledge the worthiness of the other person	. . .Acknowledge the value of their issues and feelings . . .Show appreciation for their efforts and actions	• "I appreciate your willingness to resolve this matter."

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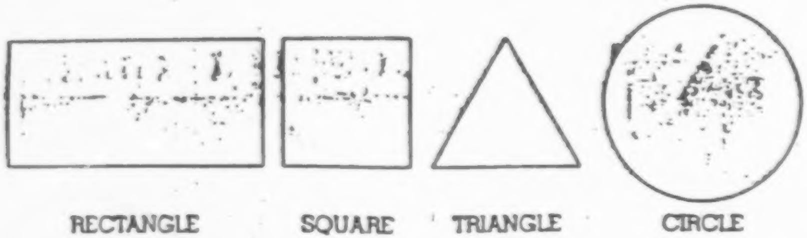
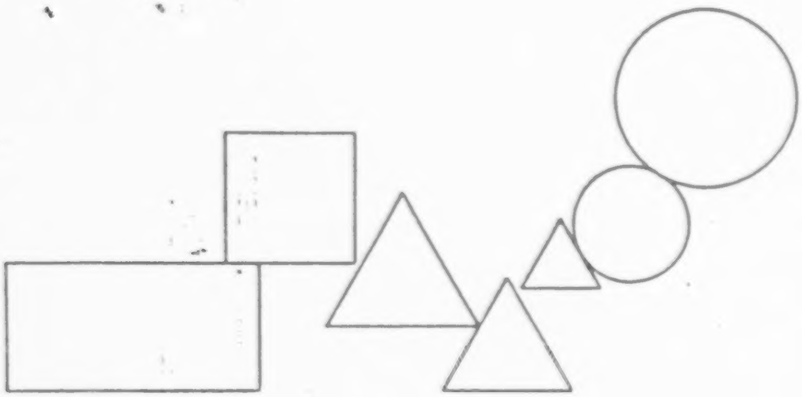
GIVING DIRECTIONS



You know what all these figures are. Look them over again. On your paper, arrange these shapes any way you like. You may use any of them more than once, but don't have more than seven figures in your finished drawing. Below is a sample of what you might draw. Don't use this one, though. Make up your own arrangement.



When everyone's sketch is done, choose a partner. Don't let your partner see what you have drawn. Give directions to your partner in such a way that he or she can draw your design exactly, without seeing it.

You must not look at what your partner is putting down on paper either. Your job is just to give directions. Your partner's job is just to draw what you tell him or her to put down on paper.

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Suggestions for Group Discussion

1. **After you ask a question allow wait-time:** *"No one may raise a hand until I give a signal." (Under no conditions let hands be raised until after all have thought and you have given a cue.)*
2. **When possible allow learners to respond first in pairs:** *"Tell your partner."*
3. **Build in alternate response modes:** *"Raise your yes or no cards." "Pick a shape and Think-Link your answer." "Thumbs up, thumbs down."*
4. **Use deadlines:** *"You have 20 seconds."*
5. **Use transition cues:** *"When you hear the bell, you have 10 seconds to finish talking to your partner."*
6. **Reduce sharing time:** *Instead of allowing eight children to answer in the large group, allow three.*
7. **Provide alternative structures for pairing:** *"This time you will tell the group what your partner said." "This time try to come to agreement with your partner."*
8. **Use prearranged pairings:** *"Today sit with your 'blue' partner." (Cue on the wall.)*
9. **Use wall-cues to provide common frames of reference:** *"Choose a story from the wall list and compare its setting to that of our book." "Pick an idea and give examples from some stories." "Choose a Think Link shape and diagram your answer."*
10. **Make it clear when or if you are looking for one answer:** *"I have no idea what the best answers to this question are." "There are many possible answers to this question."*
11. **Encourage response from one learner to another:** *"Do you agree? Why?"*
12. **Use cues appropriate to the learner:** *Cubes, wheels, charts, hand signals for K-8; verbal or hand signals for high school.*
13. **Be clear on your objective:** *"That wasp flying around has nothing to do with gravity."*
14. **Flow from one thinking type to another:** *"What does that remind you of? Why do you think they did it? Should they have done it? Why?"*
15. **Allow students to make up their own questions:** *"Use the thinking type cues and make up a question for the class."*

By Frank Lyman

Published by the Howard County Public Schools Staff Development Center
1986

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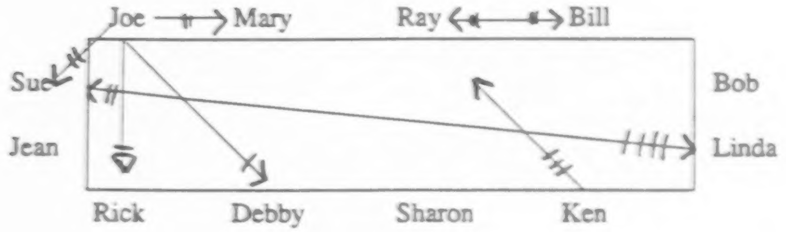
Sociogram Activity

A sociogram or sociometric chart plots communication patterns among members of a group. Studying and improving patterns of communication among group members can strengthen the team.

1. Draw a circle or a square to represent the table or space where a group meeting is taking place.
2. Enter the names of group members where they sit during meetings.
3. When someone speaks, draw an arrow from that person to the person they address.
4. Put a slash mark in that arrow each time the pattern is repeated.
5. If a remark is made to no one in particular, draw the arrow from the speaker to the center of the square or circle.

Example:



Observations

1. Sue spoke to Linda many times who answered her most of the time.
2. Ken spoke mostly to the group as a whole.
3. Ray and Bill talked to each other, but not to anyone else.
4. Joe talked more than anyone else.

Consider and discuss the following:

Who was/were the group leader(s)?
Did everyone share their thoughts?
Who talked most?
Who talked least?
Who answered most frequently?
Who answered least frequently?

F.4. Reading on the Job

Work-related reading materials involve:

- Different styles of writing which require different speeds of reading.
- Reading to do; reading to learn.
- Technical, job-specific vocabulary, phrases, abbreviations, and acronyms.
- Fact-dense text with complex syntax.
- Identifying factual details.
- Following sequential directions.
- Locating information within a text.
- Using table of contents, index, glossary, and appendices.
- Locating pages, figures, and charts within a text.
- Skimming or scanning.
- Cross-referencing.
- Combining information from multiple sources.
- Identifying similarities and differences in text.
- Distinguishing between relevant and irrelevant information.
- Applying information from charts, graphs, or tables.
- Using flow charts and other types of organizational charts.
- Determining meaning from text.
- Making inferences from text.

Reading Matrix Activity

1. List different types of work-related reading materials under Item One, etc.
2. Rate the difficulty of reading each item and why.
3. Identify the purpose for reading each item.
4. Identify any features that characterize the reading item.
5. Identify the consequences of not reading or understanding the item.
6. Identify the benefits of reading and understanding the item.
7. Note personal experiences.

Reading Matrix

	Difficulty	Why?	Purpose	Features	Consequences	Benefits	Personal experiences
ITEM ONE:							
ITEM TWO:							
ITEM THREE:							
ITEM FOUR:							
ITEM FIVE:							
ITEM SIX:							
ITEM SEVEN:							
ITEM EIGHT:							
ITEM NINE:							
ITEM TEN:							

Drawing Conclusions From Workplace Documents

Lesson: Draw Conclusions, Activity 3

Curriculum: *Foundation Skills For Manufacturing: A Work-Based Curriculum*
Volume I: Reading and Writing For The Workplace

Supported by the U.S. Department of Education Special Projects Funds under Section 353 of The Adult Education Act, The Maryland State Department of Education and The Baltimore County Community Colleges

Project Managers: Laura E. Weidner, Catonsville Community College
Michael Zekonis, Dundalk Community College
Robert Callahan, Essex Community College

Available from: Laura E. Weidner, Catonsville Community College
800 South Rolling Road, Baltimore, MD 21228
(410) 455-4501; Fax: (410) 455-4542
800 page curriculum available at cost for $40

Goal of Instruction: To read workplace documents to draw conclusions

Overview:

It happens a million times a day. Someone on the job makes an error because s/he did not use the information that was on a document held in hand. Why do people do this? They often have taken the trouble to read the document. Presumably they want to do a good job and avoid mistakes. So what went wrong?

Many times the answer is that people don't know how to read a document and draw conclusions. Their eyes pass over the facts but they don't take that next step in thinking: "O.K. This means that x will happen," when "x" is not spelled out for them.

In many jobs, good work depends on people's ability to make decisions and act on the conclusions they draw from data. This lesson from Foundation Skills For Manufacturing helps people do just that. This particular lesson is set in the manufacturing context, but the concepts could work in many contexts from customer service to clerical work. The goal is universal: help people to think on the job. Trade Winds November 1993

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Reading To Draw Conclusions cont.

Procedure:

1. In large group, review sections of The Maryland Manufacturing Picking Order or your workplace document, and ask class to come up with all the conclusions you can draw from each section. Be sure to ask each person to explain how s/he reached the conclusion. (Brainstorming sessions like this usually reveal many good thinking strategies.)

2. Working either as individuals or small groups, have participants use similar forms from their own company to draw conclusions.

3. After a specified amount of time (e.g., 12 minutes), call the large group back to gether and review the conclusions found in the small group for individual work.

Activity Questions For Maryland Manufacturing Picking Order

Directions:

Use The Picking Order to answer the following questions. Answers are in bold face.

1. Why is Pepper Blk Grd listed three times? **(all different sizes)**
2. Where is Food Lion's accounting department? **(Salisbury, NC)**
3. From where to where is this being shipped? **(Hunt Valley to Roanoke, TX)**
4. If it is shipped on a Wednesday, on what day will it arrive? **(Friday)**
5. If the price for Lite Garlic is $16.00 per dozen, how much will one pack cost? **($8.00. It is packed per 1/2 dozen.)**

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PICKING
ORDER

MARYLANDMANUFACTURING
123 MAIN STREET
CRABTOWN, MD 21000

INVOICE NO.
71627-C

RUN DATE 6/22/92 - 17:12
ORDER TAKEN DATE 6/22/92

SHIPMENT NO.
PAGE

SOLD TO:
FOOD STORE INC.
P. O. BOX 219
SALISBURY, NC 28145 0519

SHIP TO:
FOOD STORE INC.
PENNSYLVANIA AVE.
ROANOKE, TX 76262

ASSEMBLED ___/___/___

LABELS Y

TO BE SHIPPED: 6/23/92
TO ARRIVE: 6/25/92
WAREHOUSE: HUNT VALLEY PLANT

ROUTING DALLAS POOL

CUST CODE: 357011-00001
CUST P.O.: 4691280

PALLET NOS. PALLETS LOOSE REPACKS DRUMS LOCATION ASSEMBLER INSPECTO

CHK COL	SHIP CASE	ITEM NUMBER	ASLE /BIN	SHIP WGT	CUBE SIZE	PRODUCT DESCRIPTION	SIZE	CASE PACK	QUANTITY	CASE TOTAL
						WHOLE CASES				
						************************************ NO STRAPS ON FOIL PRODUCTS ************************************				
						P. O. # 4691280 SHIPPED OLD LABEL GRILL MATES ATTN: MARTIN GAMBER THIS ORDER CONTAINS FOOD SERVICE ITEMS ************************************				
						******ATTENTION ******************** KEVIN PERZAN MUST DELIVER FRIDAY - 6/26/92				
	5	05030 *****	A03	245	8.4	PEPPER BLK GRD FOOD LION CODE # 209940	4 OZ	12	60.00DZ	
	1	05010	A05	29	1.1	PEPPER BLK GRD PK 24	1 OZ	24	24.00DZ	
	4	05020 *****	A09	108	4.0	PEPPER BLK GRD FOOD LION CODE # 209930	2 OZ	12	48.00DZ	
	2	03450	A19	50	1.9	FLAVOR ENHANCER	4.5 OZ	6	12.00DZ	
	1	00053 *****	A60	20	7	LITE GARLIC SALT *PRICED PER DZ-PACKED	3.25 OZ 1/2 DZ	6	6.00DZ	
	1	00056 *****	A62	19	7	LITE SEASON-ALL *PRICE PER DZ-PACKED	3.12 OZ 1/2 DZ	6	6.00DZ	

TOTAL CASES	TOTAL WEIGHT	TOTAL CUBE		LESS THAN CS LOT UNITS	LESS THAN CS LOT LN ITEMS	CS LOT LN ITEMS

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This form cannot be used to obtain a Sales Tax License Number, PTA License Number or Exempt Status.

Sample Reading Item

Read Instructions On Reverse Carefully

THIS FORM MAY BE PHOTOCOPIED - VOID UNLESS COMPLETE INFORMATION IS SUPPLIED

CHECK ONE: ☐ **PENNSYLVANIA TAX UNIT EXEMPTION CERTIFICATE** (USE FOR ONE TRANSACTION)
☐ **PENNSYLVANIA TAX BLANKET EXEMPTION CERTIFICATE** (USE FOR MULTIPLE TRANSACTIONS)

Name of Seller or Lessor

Street | City | State | Zip Code

Property and services purchased or leased using this certificate **are exempt** from tax because:
(Select the appropriate paragraph from the back of this form, check the corresponding block below and insert information requested.)

☐ 1. Property or services will be used directly by purchaser in performing purchaser's operation of:

________________________________ .

☐ 2. Purchaser is a/an: ________________________________ .

☐ 3. Property will be resold under License Number ____________________ . (If purchaser does not have a PA Sales Tax License Number, include a statement under Number 7 explaining why a number is not required.)

☐ 4. Purchaser is a/an: ____________________ holding Exemption Number ____________________

☐ 5. Property or services will be used directly by purchaser performing a public utility service. (Complete Part 5 on Reverse.)

☐ 6. Exempt wrapping supplies, License Number ____________________ . (If purchaser does not have a PA Sales Tax License Number, include a statement under Number 7 explaining why a number is not required.)

☐ 7. Other ________________________________
(Explain in detail. Additional space on reverse side.)

I am authorized to execute this Certificate and claim this exemption. Misuse of this Certificate by seller, lessor, buyer, lessee, or their representative is punishable by fine and imprisonment.

Name of Purchaser or Lessee | Signature | Date

Street Address | City | State | Zip Code

1. ACCEPTANCE AND VALIDITY:

For this certificate to be valid, the seller/lessor shall exercise good faith in accepting this certificate, which includes: (1) the certificate shall be completed properly; (2) the certificate shall be in the seller/lessor's possession within sixty days from the date of sale/lease; (3) the certificate does not contain information which is knowingly false; and (4) the property or service is consistent with the exemption to which the customer is entitled. For more information, refer to Exemption Certificates, Title 61 PA Code §32.2. An invalid certificate may subject the seller/lessor to the tax.

2. REPRODUCTION OF FORM:

This form may be reproduced but shall contain the same information as appears on this form.

3. RETENTION

The seller or lessor must retain this certificate for at least four years from the date of the exempt sale to which the certificate applies. **DO NOT RETURN THIS FORM TO THE PA DEPARTMENT OF REVENUE.**

4. EXEMPT ORGANIZATIONS:

This form may be used in conjunction with form REV-1715, Exempt Organization Declaration of Sales Tax Exemption, when a purchase of $200 or more is made by an organization which is registered with the PA Department of Revenue as an exempt organization. These organizations are assigned an exemption number, beginning with the two digits 75 (example 75-00000-0).

GENERAL INSTRUCTIONS

Those purchasers set forth below may use this form in connection with the claim for exemption for the following taxes:

a. State and Local Sales and Use Tax;
b. PTA rental fee or tax on leases of motor vehicles;
c. Hotel Occupancy Tax if referenced with the symbol (●);
d. PTA fee on the purchase of tires if referenced with the symbol (+);
e. Passenger Car Rental Tax

EXEMPTION REASONS

1.) Property and/or services will be used directly by purchaser in performing purchaser's operation of:

A. Manufacturing B. Mining C. Dairying D. Processing E. Farming F. Shipbuilding

This exemption is not valid for property or services which are used in: (a) constructing, repairing, or remodeling of real property, other than real property which is used directly in exempt operations; or (b) maintenance, managerial, administrative, supervisory, sales, delivery, warehousing or other nonoperational activities. Effective October 1, 1991, this exemption does not apply to certain services and PTA tire fee.

2.) Purchaser is a/an:

+ A. Instrumentality of the Commonwealth.
+ B. Political subdivision of the Commonwealth.
+ C. Municipal Authority created under the "Municipal Authority Acts of 1935 or 1945."
+ ● D. Electric Co-operative Corporation created under the "Electric Co-operative Law of 1990."
+ ● E. Co-operative Agricultural Association required to pay Corporate Net Income Tax under the Act of May 23, 1945, P.L. 893, as amended (exemption not valid for registered vehicles).
+ ● F. Credit Unions organized under "Federal Credit Union Act" or State "Credit Union Act".
+ ● G. Federal Instrumentality
● H. Federal employe on official business (Exemption limited to Hotel Occupancy Tax only. A copy of orders or statement from supervisor must be attached to this certificate.)
I. School Bus Operator (This Exemption Certificate is limited to the purchase of parts, repairs or maintenance services upon vehicles licensed as school buses by the PA Department of Transportation. For purchase of school buses, see NOTE below.)

3.) Property and/or services will be resold or rented in the ordinary course of purchaser's business. If purchaser does not have a PA Sales Tax License Number, complete Number 7 explaining why such number is not required. This Exemption is valid for property or services to be resold: (1) in original form; or (2) as an ingredient or component of other property.

4.) Special exemptions

A. Religious Organization
B. Volunteer Fireman's Organization
C. Nonprofit Educational Institution
D. Charitable Organization
E. Direct Pay Permit Holder
+ ● F. Individual Holding Diplomatic ID
+ G. School District
H. Tourist Promotion Agency (Exemption limited to the purchase of promotional materials for distribution to the public.)

Exemption limited to purchase of tangible personal property or services for use and not for sale. The exemption shall not be used by a contractor performing services to real property. An exempt organization or institution shall have an exemption number assigned by the PA Department of Revenue and diplomats shall have an identification card assigned by the Federal Government. The exemption for categories "A, B, C and D" are not valid for property used for the following: (1) construction, improvement, repair or maintenance or any real property, except supplies and materials used for routine repair or maintenance of the real property; (2) any unrelated activities or operation of a public trade or business; or (3) equipment used to maintain real property.

5.) Property or services will be used directly by purchaser in the production, delivery, or rendition of public utility services as defined by the PA Utility Code.

☐ PA Public Utility Commission and/or ☐ Interstate Commerce Commission

A contract carrier is not entitled to this Exemption and a "Schedule of Charges" filed by such carrier does not satisfy this requirement. This Exemption is not valid for property or services used for the following: (1) construction, improvement, repair or maintenance of real property, other than real property which is used directly in rendering the public utility services; or (2) managerial, administrative, supervisor, sales or other nonoperational activities; or (3) tools and equipment used but not installed in maintenance of facilities or direct use equipment. Tools and equipment used to repair "direct use" property are exempt from tax.

6.) Vendor/Seller purchasing wrapping supplies and nonreturnable containers used to wrap property which is sold to others.

7.) Other (Attach a separate sheet of paper if more space is required.) ______

NOTE: Do not use this form for claiming an exemption on the registration of a vehicle. To claim an exemption from tax for a motor vehicle, trailer, semi-trailer or tractor with the PA Department of Transportation, Bureau of Motor Vehicles and Licensing, use **FORM MV-1**, "Application for Certificate of Title", for "first time" registrations and **FORM MV-4ST**, "Vehicle Sales and Use Tax Return/Application for Registration", for all other registrations.

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F.5 Computation on the Job

Types of computation commonly used on the job:

- Recognizing numbers.
- Numerical order.
- Counting items.
- Adding and subtracting.
- Multiplying and dividing.
- Fractions.
- Decimals.
- Percents
- Mixed operations (converting fractions to decimals, fractions to percents, etc.)
- Measurements and calculations.
- Estimations.
- Use of calculator.
- Read digital display.
- Tell time.
- Read timetables.
- Recognize currency, give correct change.
- Add up and compare prices.
- Check a bank statement.
- Read a pay stub.
- Measure quantities, lengths, and weights.
- Read and understand sizes, temperature settings, and numbers on valves and gauges.
- Graphs.

Why Didn't I think Of That?!!

Active Averages

Here's a great physical activity to help people understand what a mathematical average really means!

Divide people into groups of 4. Give each small group one long (15'-20') strip of paper (adding machine tape or computer paper work fine.)

Group Tasks:

1. Each person in the group measures his/her arm and cuts off a strip equal to that length.
2. Document the arm length for each person. (These are the 4 measurements to be averaged.)
3. All group members then tape their 4 strips together into one big strip.
4. Write down the length of the 4 strips taped together.
5. Fold the big , taped strip into 4 equal parts to get the average measurement.
6. Document the average measurement.
7. To verify mathematically what was just done physically, add up the 4 individual measurements and divide by 4 to get the average length. Does this figure you computed match the average measurement of your tape?

Processing: Call the large group together and ask them to explain what they learned. You might ask : In an average, what happens to measurements that are extremely long? Extremely short? What limitations does an "average" figure thus have in terms of giving us information?

Source: Unknown

[illegible]

Thinking and Math

Purpose:

- Explore thinking processes involved during mathematical problem solving
- Explore personal and interpersonal factors that affect a group

Materials:

- One copy of Worksheet #1 for each person, prepared according to directions given below in Step 4 of "Procedures"
- Chalkboard or flip chart

Procedures:

1) Read over Worksheet #1 before beginning the activity.

2) Learners will work in small groups to solve the problem on Worksheet #3. The math problem is slightly confusing. However, the problem is a good one for getting people to use various strategies, such as using a process to solve a math problem, breaking a problem into smaller pieces, role playing, and visualizing the problem.

3) This activity has a twist. Each group is told there might be a spy in the group who is trying to throw the group off task. None of the groups has a spy, however. But the idea is planted in group members' heads because it creates conditions in which people can explore interpersonal group dynamics.

4) On each copy of Worksheet #1, lightly mark with an X, "You are not a spy." Fold each copy in half.

5) Introduce the activity to the whole group. Tell learners they are going to work together in small groups to do a problem solving activity. Tell them each group may have a spy who tries to work against the group. As a group, they should try to solve the problem but they should also be on the alert for spies. If a person is a spy, he or she should try to throw the group off track. If a group member suspects someone is a spy, they can accuse that

person. The rest of the group votes; if more than half of the group think the person is a spy, the accused does not participate in the group (but does not reveal his or her identity until the end of the exercise). Each group will receive or deduct points according to the following chart. Put the chart on the board and discuss.

Points	
Solve the problem	+25
Fail to ID a spy	-10
ID a spy	+3
Incorrectly ID a spy	-3

6) Have students break into small groups (3-6). Give each person a folded copy of Worksheet #1. Tell them not to let the other group members see their paper. They should first read the whole page individually. Then, they should tear off the "Problem" portion and work together to solve the problem. Remind groups of their dual mission: to solve the problem and identify any spies in the group.

7) After all groups have come up with an answer and identified any spies, discuss the correct answer to the problem. **The answer to the problem is "the store lost 8 dollars."** Have each group discuss the strategies they used to solve the problem and how the strategies helped them. For example, did they use a step by step process? What were the steps they went through? Did they break the problem into small pieces? Did they "act out" the problem? Did they make a "picture" of the problem?

8) Then, discuss the "spy" aspect of the exercise. Did any group identify a spy? People who were identified as spies should reveal their true identities ("not a spy"). Discuss why each group thought a person was a spy, such as the person had a different answer or a different way of working through the problem. Discuss also the effect of being told ahead of time that there might be a spy in the group. How did it influence group dynamics? For example, did people become suspicious? Was trust eroded or did the working relationship of the group suffer? Did anyone's inner-language become negative toward a group member?

Worksheet #1

(Don't let your team members see your paper.)

Sometimes the people on a team do not work for the same goals. For example, a team member may do things to reach personal rather than team goals. People work against team goals for various reasons. They may not trust or get along with the other members. There may be such a person in your group. We will call that person a "spy." There may be more than one spy in your group.

If you are a spy, do everything in your power to keep the group from solving the problem. But do it in such a way that no one knows you are a spy.

If you think another member is a spy, you can accuse that person of spying. The rest of the team will vote. If half the team or more agrees that the person is a spy, the spy may not participate in the group. The person voted out does not tell if he is a spy until the end of the activity.

○ You are a spy.

○ You are not a spy.

The Problem

A man went into a store to buy a twelve-dollar shirt. He handed the clerk a twenty-dollar bill. It was early in the day, and the clerk didn't have any one-dollar bills. The clerk took the twenty-dollar bill and went to the restaurant next door. They exchanged it for twenty one-dollar bills. The clerk then gave the customer his change. Later that morning the restaurant owner came to the clerk and said, "This is a counterfeit twenty-dollar bill." The clerk apologized, took back the phony bill, and gave the restaurant owner two good ten-dollar bills. Not counting the cost of the shirt, how much money did the store lose?

Understanding Data

Trade Winds Nov 1993

Many people are afraid of numbers in general and especially lots of numbers (as in a statistical process control chart). Yet numbers can be your friends and tell you many "secrets" if you only take the time to learn how to "read" them. The exercise below helps people become familiar with patterns of data and simple statistics—the range, mode, median and mean (or average).

How It Works:

1. Draw the following diagram on a blackboard, flipchart or overhead.

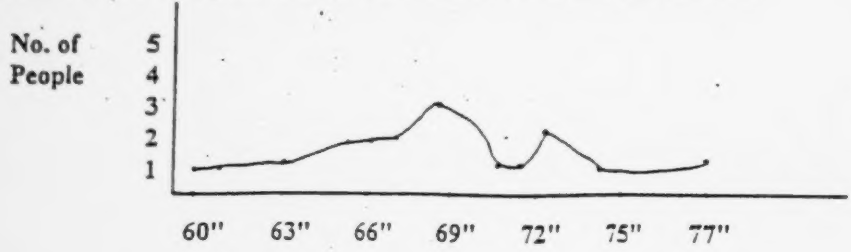
60"-62" (5'-5'2")	63"-65" (5'3"-5'5")	66"-68" (5'6"-5'8")	69"-71" (5'9"-5'11")	72"-74" (6'-6'2")	75"-77" (6'3"-6'5")

2. In a large group, ask about 20 members of the group to give their height. (Try to get a good range of tall, medium and short people.) Enter each height in one of the columns.

60" 61"	63" 65" 65"	66" 66" 67" 67" 68" 68" 68"	69" 69" 70" 71"	72" 72" 73"	77"
60"-62" (5'-5'2")	63"-65" (5'3"-5'5")	66"-68" (5'6"-5'8")	69"-71" (5'9"-5'11")	72"-74" (6'-6'2")	75"-77" (6'3"-6'5")

Note to class that when the heights are presented in the above format, it's hard to tell too much about them (as a group of numbers). It's hard to describe this group of numbers to other people. So we've come up with several ways to make groups of numbers easier to understand and describe.

3. Note that the 20 heights above can also be presented on a graph as a "distribution" (i.e. numbers that are distributed across a range of values). Our numbers would then look like this:



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Understanding Data cont.

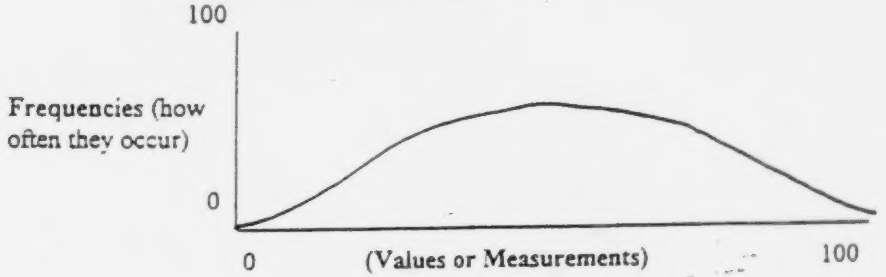
4. When a group of numbers is presented as a distribution as on the previous page it becomes easier to see things about them as a group.

Ask participants what they notice about the distribution in step #3 and why the graph takes on that appearance. Here are things they might notice.

a) Where is the "bulge" on the graph? What does that mean?

b) What does each "tail" (or extreme) of the graph look like? The high end? The low end? What does this mean?

c) Show the group what a "normal" distribution looks like with a bell shaped curve (some people high, some low and most in the middle).



How does your own class distribution of heights compare to a "normal" curve?
What are the differences and why?

5. Explain that we have developed several terms to help us describe groups of numbers:

range - Difference between the largest and smallest numbers in the set.
Advantage: shows spread of numbers. Disadvantage: does not indicate how numbers are distributed.

mode – The number that occurs with the greatest frequency in the set.
Advantage: shows where one cluster is. Disadvantage: tells us nothing about the numbers at the extremes.

median – Middle measurement when a set is ordered according to numerical value.
Advantage: shows where the middle of the spread is. Disadvantage: tells us nothing about the numbers at the extremes.

mean – The average of a set of numbers.
Advantage: takes into account the numbers in the middle and the extremes.
Disadvantages: can be distorted by extreme values.

Ask the group to find each of these measures for the 20 heights on their class graph. Ask people what the advantages and disadvantages are of each.

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Understanding Data cont.

6. Ask the large group to divide into groups of 4-6. They will have 12 minutes to:

    a) find heights of each member in their group
    b) graph those heights on a curve
    c) determine the range, mode, median, and average of those heights
    d) Go through the same steps (a,b,c) but assume Michael Jordan (height 6'6") just joined their group.

7. After 10 minutes, give everyone a 2 minute warning and then call everyone back together.
   Ask large group:

When Michael Jordan joined your group, what happened to your

curve?	why?
range?	why?
mode?	why?
median?	why?
mean (average)	why?

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F.6. Writing on the Job

Writing on the job often involves:

- Using key technical words correctly.
- Spelling work-related words and abbreviations correctly.
- Entering complete, accurate, and appropriate information on forms.
- Recording essential information completely and accurately.
- Transferring numbers, codes, dates, and figures accurately.
- Writing brief, descriptive accounts of activities or transactions.
- Outlining information.
- Summarizing essential details, major points, or events.
- Selecting relevant details for a written communication.
- Stating in writing impressions of a situation.
- Generating a written communication according to a specific format.
- Identifying objectives, intent, and target audience.
- Generating a written article sequentially.
- Writing brief justifications.
- Appraising a written communication and editing.

Persuasive Writing

The National Center for Education Statistics has recently reported that even the best students have trouble with persuasive writing. (The type of approach a writer would use in preparing a cover letter or a resume--supplying evidence of one's abilities and convincing the reader to consider a potential opportunity or concept based on the presentation and organization of words and ideas.)

Also, a government study found that fewer than 20 percent of students can make a strong case in writing for whatever they are trying to sell...even when what they're trying to sell is themselves.

The Bottom-Line: Work hard to develop and expand your writing abilities. Even the best writers admit that preparing written information is never easy, but anyone who makes an effort can be successful. Well written job-search materials can help you rise above the competition. ✍

Passage Vol 6 Issue 7 March 95

Seven Reasons Why You Should Improve Your Writing Skills

Were you ever assigned a book report and waited until the last minute to complete it? Do you ever find yourself procrastinating and staring at the wall when you sit down to write that letter to a distant friend or relative? Does the basic idea of writing make you uncomfortable?

Well, if you feel this way, you are definitely not alone. However, even though writing/composition courses rank fairly high as the most hated area of study among students (along with math and public speaking), you cannot dismiss the fact that writing skills are extremely important and necessary.

Writing skills can affect many aspects of your professional and personal life. Realize that the process of developing your writing skills is more than just a series of uncomfortable classroom exercises. The skills you learn in the classroom will have many applications in the real world.

"Hey, I just wasn't born with the talent to write." Sorry...that excuse is not good enough. With practice and patience, anyone can develop solid and effective writing skills. You don't have to be William Shakespeare, Edgar Allen Poe, F. Scott Fitzgerald, or even Steven King to be an effective writer and to get your message across to your audience...the reader.

Let's look at seven ways writing can impact your future and the reasons why you should improve this valuable skill.

1. The process of writing requires that you utilize various methods (brainstorming and outlining) for assembling information into organized patterns (main topic, sub-topics, supporting ideas). It provides structure and organization. This skill/thought process will help you when you need to prioritize tasks, schedule activities, and collect/organize your thoughts.
2. Solid writing skills are important in the workplace. One would expect that secretaries, teachers, journalists, and public-relations' representatives need to have excellent communication skills...especially writing. However, many factors have created the need for more of today's workers to utilize this skill on a regular basis. With trends such as downsizing and the wide usage of computers and modems, employees are finding that they need to expand their skill base and accept new responsibilities. Today, it is common to see managers preparing their own reports and memos. In a trim and efficient economy, you may not have the luxury of having a secretary, and you may be responsible for communicating with supervisors, coworkers, and business associates in various written formats.
3. Your job-search campaign can greatly benefit from your ability to prepare custom-made/well-crafted written materials. Examples include the resume, the cover letter, and follow-up correspondence (thank-you letter). If your written job-search materials are designed to market your abilities/skills in the best possible manner, to focus on the specific skills an employer values, and to be attractive and easy to read, you will separate yourself from competitors who send generic resumes and cover letters.
4. Certain skills such as writing can improve your employability security and can enhance the potential for advancement at a company or in your career. Employers value employees who have developed their communication skills and have used these skills to

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improve/expand their contributions to the company. If your team at work is asked to prepare a written assignment, volunteer to write the report. Ask if you can write an article for the company's in-house newsletter (if the organization happens to produce one). Effective use of your writing skills can help you stand apart from the rest of your fellow coworkers.

5. If you decide at some point in your worklife to change careers, writing is a basic skill that can transfer to many jobs and occupations. Once again, this skill can provide you with an edge over an individual who has a similar background as you but is not confident in his/her communication skills. In some situations, forward-thinking employees have used a variety of different skills including communications to create new and custom-designed positions within their companies.

6. After you receive your high-school/GED diploma, you may be interested in obtaining some type of vocational or college-level training. If you will be continuing your education, the importance of establishing and utilizing your writing skills is even greater at this educational level. Many college-level courses require students to prepare written reports and to complete essay tests.

7. Many of the same skills, methods, and thought processes used when preparing and completing a written assignment are used when organizing a speech. Similarities include exploring creative possibilities by using brainstorming techniques; assembling basic ideas with an outline; choosing the main topic, sub-topics, and supporting ideas/examples; preparing a rough draft or working copy; and finalizing the end product by reworking several drafts. With practice and preparation, the similarities become more apparent.

Now you are aware of why it is important to develop your writing skills. So, what is the next step?

Getting Started

1. **Read, Read, Read.** Learn from the professionals (and maybe even from the "not-so-professionals"). Newspapers, magazines, and books can provide you with many examples of different writing styles, sentence/paragraph structures, word choices, methods for conveying a message, etc. A wealth of examples is at your fingertips.

2. **Write a journal.** Keep a record of your daily activities...personal and/or professional. Try not to worry too much about your spelling/grammar. The main purpose of a journal is to get your ideas on paper and to learn how to structure your ideas. When you get more comfortable with the process, you can begin to concentrate more attention on spelling and grammar. Try to write at least one paragraph a day.

3. **Write letters.** Practice your skills once a week by writing a letter to a friend or relative. It's still cheaper than making a phone call, and you get to refine your skills.

4. **Outline your schedule.** Use an outline form to list your weekly work-related, educational, and personal activities. Arrange the information by prioritizing important responsibilities and by the times/dates when certain tasks need completed.

5. **Attend writing classes.** Your local colleges offer a variety of writing courses throughout the year. These courses will help you improve all aspects of your writing, and you will be able to get feedback from your instructor and fellow students as you continue to develop your writing skills.

> *"Unless you are able to communicate, to master the basic skills of speaking and writing in a forceful, polite, effective way, the day is going to come when being a nuclear physicist or an envelope maker or whatever it is you've learned to be won't be enough."* --***Harvey Mackay***

Preparing An Outline

This month's STUDENTaccesspage is a continuation of the May 1994 issue which focused on using brainstorming techniques. After completion of the brainstorming process, the next step in organizing your presentation is to select and fine tune your best ideas by preparing an outline. This article takes a look at the importance of an outline when developing ideas and at how to prepare an outline.

Preparing an outline is the process of taking the rough ideas/concepts that are formed in a creative brainstorming session and developing an order or organized structure for presenting information (written or verbal communication).

The outline serves as a framework or as a road map to guide you when you are preparing written materials (report, article, budget, proposal, etc.) or a public presentation (speech or comments at a meeting).

When you are selecting the most appropriate ideas for your outline, you will need to work your way through the following important steps:

- Define your main topic. This should be one idea, and it should be highly focused. For example, successful strategies for obtaining summer employment is a focused main topic that could have originated from the general topic of finding a job.
- Select ideas or subtopics that support your main idea. Examples might include defining the focus of your job search, organizing your job-search campaign, and marketing your job skills. Depending on your written assignment or presentation, you should try to include only three subtopics in your outline. (Don't give the reader/listener too much information. Provide details and stay focused.)
- Group your related ideas together. Once you choose the subtopics that best support the main idea, find information (facts, examples, or statistics) that relates to the appropriate subtopic and helps you meet the intended goals of the article/presentation.
- Expand the supporting information included in your subtopics. Make certain that you have included enough information to convince/persuade that reader/listener. Including examples such as a resume, cover letter, and reference list is a more detailed approach than briefly stating job-search materials.
- Organize your subtopics/supporting ideas and select an order for this information. What subtopic should be listed first? What subtopic should be listed at the end? These are questions that you need to ask yourself when preparing an outline. There are a variety of methods that you can use to establish an order—least important to most important, chronologically (order of events from earliest to most recent), or ideas that build/connect with each other. ❑

Sample Worksheets

Brainstorming - Main Topic: Finding a Job (General)

Resume
Cover Letter
Networking
Interview Skills
Suit/Dress Outfit
Help Ads
Employment Agencies
References
Thank-You Letters
Job-Search Diary
Research
Contacts
Employers
Career Options
Skills
Abilities
Education
Experience
Cold Call
Marketing
Job-Search Assistance
Seasonal Employment
Physical Appearance
Relocation

Outline - Main Topic: Successful Strategies For Obtaining Summer Employment

Subtopic 1: Defining The Focus Of Your Job Search

Examples/Supporting Ideas
- Assessing your skills/abilities
- Conducting research
- Exploring job possibilities

Subtopic 2: Organizing Your Job-Search

Examples/Supporting Ideas
- Preparing Job-Search Materials
- Networking
- Reviewing Interview Techniques
- Contacting Job-Search Assistance Programs

Subtopic 3: Marketing Your Job Skills

Examples/Supporting Ideas
- Utilizing personal contacts
- Responding to help-wanted ads
- Distributing job-search materials
- Obtaining interviews
- Conducting follow-up

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Teaching Tips

Overcoming a Fear of Writing

by Susan Slavicz, Instructor
Florida Junior College at Jacksonville

Most GED students must learn to overcome fear before writing the essay section of GED Test 1. Our first task as teachers then is to assure our students that *their* task is not impossible, that writing a clear, organized essay is not a magician's trick, but rather like learning to ride a bike—put each step together and soon the ride becomes automatic.

What do our students fear? They fear running out of time, not having anything to say about the topic, and, finally, the mechanics of writing. Each of these fears must be handled successfully if the student is to approach the essay with confidence.

First, to become comfortable with a time limit, each student must learn to time every writing assignment. Give one at-home assignment a week and insist that the paper be completed within forty-five minutes. Most students quickly learn that forty-five minutes is actually a great deal of time; in fact, many will have difficulty writing for thirty minutes and will not write two hundred words. Once the students become used to the time limit, they will be more relaxed about writing.

Next, students may find themselves running out of ideas. Since they know they should write about two hundred words, they begin repeating ideas or talking in circles. Here students need to be introduced to the concept of brainstorming—sorting their ideas into categories and organizing their thoughts *before* writing. Many students also spout generalities but need to be taught to use concrete facts and examples to support them.

Once the student's organizational abilities have improved, their attention can be centered on the actual content and mechanics of the paper. Stress the need for an introduction that states the main ideas about the subject, a paragraph for each separate point, and a conclusion of one or two sentences to draw the content together. By the time the students understand the structuring of the essay, they have usually been improving their mechanics. Above all, students must practice writing until they approach the GED essay like a bicycle—automatically and with confidence!

Adult Writing Skills:

Kingsborough's Approach to the GED Essay

by John Gilleece

The introduction of the essay question on the GED exam has made many people nervous—teachers and students alike. Responding to this concern, Dr. Gene Flanagan, Dean of Continuing Education at Kingsborough Community College in Brooklyn, commissioned a structured writing program for the College's adult GED students. The strength of this program lies in its core of focused activities which enable adult students with little writing experience to create, organize, and write a thoughtful, structured response to the GED essay question (Part Two of the Writing Skills Test).

First, we created a sample GED essay question for diagnostic purposes. All students preparing for the exam must write an essay to answer the sample question. The essays are graded, based on the GED Essay Scoring Guide. In addition to the grade, each essay receives comments from the grader and a "prescription" for writing improvement.

The writing program consists of 10 units of work which separate the writing skills and add new skills layer by layer. The 10 units offer activity-centered exercises with simple, direct models and examples. Also, each unit incorporates graduated expectations for new adult writers. The adult students' "prescription" tells them which units require most of their attention.

The focus then is clear: give adult students the precise skills they need to formulate, organize, and write an answer to the GED essay question. Help them if they need it; get out of their way if they are already writing well. In short, teach them as adult students.

The 10 units are:

- Brainstorming: Students create lists of writing ideas on selected topics.
- Eliminating and Organizing: Exercises are used for eliminating ideas that do not fit a topic and for organizing and separating ideas and examples.
- The Outline: Students are asked to memorize a standard 4-paragraph outline. This unit utilizes memorization techniques to assist adult learners.
- Introduction Paragraph: This unit concentrates only on introductions—stating the topic clearly, telling the reason for writing, and starting-up exercises.
- Conclusion Paragraph: This unit is tied to Unit 4; only conclusions are written, including exercises in restating the topic, summarizing, and concluding.
- Body Paragraphs: This offers 10 methods of proving a point and includes practice in writing "proof sentences."
- Transitional Expressions: This unit provides lists and fill-in exercises to give adults experience with transition words.
- Organizing and Writing the Four-Paragraph Essay: This includes a full-scale walk-through of all the steps in writing a GED essay.
- Proofreading and Revising: A checklist and several samples are provided with which to practice these skills.
- Simulation: Representative essay questions are provided to prepare adults for the actual test; 45 minutes is allowed for the whole process.

Each unit has been constructed to be utilized in large-group instruction, individualized work in class, or for home assignments. The students instructions take them through the activities alone and also allow the classroom teacher to interrupt, teach a short group lesson, ask for samples to be read by the class, or guide the class through the unit. These units allow the teacher a great deal of latitude in choosing his/her role in the adult learner's writing growth.

Over 970 GED graduates prepared with us at Kingsborough Community College this past year and were honored at a gala GED graduation on our campus. Their success reflects Kingsborough's determination to provide realistic, effective teaching for New York's adult GED students.

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G. Job Performance and Promotion

- **Job Satisfaction**
- **Maintaining Your Job**
- **Job Advancement**

On-The-Job Survival Tip

Previous issues of PASSAGE have highlighted tips which can help you stay employed (learning new skills and networking). To add to this expanding list, we are including some practical advice from Richard Conklin, managing director of Drake Beam Morin Inc., an outplacement firm based in Cleveland.

Mr. Conklin suggests that employees who survive in today's workplace learn how to "manage their managers." No...this does not mean learning how to take advantage of your employer. Mr. Conklin suggests that an employee should examine his/her employer's job, responsibilities, and long and short-term goals. With an understanding of your employer's concerns, you can work to help him or her achieve success.

The Result of Your Efforts: The employer's confidence in you, the need for your participation in a variety of day-to-day responsibilities, and your importance to the company will increase. In a work environment that is focused on efficiency and productivity, this approach will improve your employment security.

Keep in mind that although statistics indicate that the massive layoffs which have occurred over the past ten years are beginning to slow, companies are now smaller and more cost effective. Companies have experienced great change and have gone through the process of downsizing. These factors have affected the way employers think and operate. They are not afraid to eliminate an unproductive department or worker. ✎ Passages Feb 1995

Adapted from the article "Resolve To Do What You Can To Keep Your Job", Mary Ethridge, Knight-Ridder Newspapers.

Maintaining a Positive Attitude and Achieving Job Satisfaction

"If I could just get this job...then everything will be alright."; "This job will solve all of my problems."; and "I can't wait to get a fresh start." Have you heard these statements before? These are the normal and positive thoughts that cross the minds of most new job seekers as they anxiously prepare to enter the work force.

However, once you have secured employment at a new place of work and the initial thrill of obtaining a job has subsided, you need to be aware of the many negative factors that can affect your job performance and satisfaction.

Here are some issues that can create negativity and diminish your job satisfaction and some suggestions that can help you remain positive and true to your goals:

- **Blaming** someone because your current career situation is not the way you had planned it. Some people blame the labor market, society, career counselors, their employer, or past career decisions they have made for themselves. *Suggestion*–Remember, you need to be responsible for your career decisions. Don't blame your situation on others and don't punish yourself for personal decisions that have created difficulties. Understand that mistakes will occur and use them as valuable learning tools. Take the time needed to focus on your goals and to make the appropriate changes–retraining, new outlook, or a new job.
- **Having** difficulty balancing your job and family/home responsibilities. This creates a situation where both responsibilities are so demanding that everything seems to be neglected and that there is a lack of focus. *Suggestion*–Organize yourself and establish a plan to help you get back on track and fulfill all of your responsibilities. This may include obtaining the help of your spouse, family, or friends. Establish a balance in your life.
- **Comparing** your salary with your coworkers' earnings and maintaining the general belief that you are not respected and are underpaid. *Suggestion*–Focus your energy on making your job more enjoyable and, at the same time, work on upgrading your skills and increasing your knowledge/abilities. This will help you open more opportunities with your current employer and with potential employers. Create a situation where your skills and abilities can't be ignored by your employer.
- **Becoming** isolated and having little contact with fellow coworkers. While negativity exists in every workplace, friendly relationships and enjoyment on the job are important to establish. *Suggestion*–Gossip is negative; however, avoiding contact with coworkers can be equally damaging. Work to establish good lines of communication with coworkers and supervisors. Teamwork can be a rewarding experience for all involved.
- **Dealing** with the effects of layoffs or closings. Typically, workers become extremely frustrated during this type of transition. Workers usually feel guilty because their friends have lost their jobs, find that their workload has increased, and/or have to deal with pay cuts or freezes. *Suggestion*–If this is your situation and you want to improve your job satisfaction, you will need to adjust to the new structuring at your place of work. Comparing it to the way it use to be will only cause frustration. Remind yourself of your personal goals and look for new opportunities at your place of work.

Continued from page 7

- **Being** influenced by the negative attitudes of coworkers. These individuals have problems with the company and want others to share in their negativity. *Suggestion*-- Avoid getting involved in negative conversations. Make an effort to redirect the subject matter to more positive topics. Gossip will benefit no one.
- **Getting** frustrated with work that is repetitive. Employees in this situation become bored with the same day-to-day routine, do not feel challenged, and treat work as an activity that just "pays the bills." *Suggestion*– Again, make an effort to gain new skills and show your employer that you are serious about new challenges. Use slow periods and breaks to enjoy the company of your fellow coworkers. Take advantage of the enjoyable aspects of your work and learn to recognize the hidden treasures.
- **Disagreeing** with the approach or style of a supervisor/boss. These individuals have to make difficult decisions and have a variety of different management styles that can create friction. *Suggestion*– Concentrate on doing the best you can on the job and work at meeting all of your employer's expectations in a timely manner. Keep the communication channels open with your boss. Don't expect anyone to be perfect; managers and employees can make mistakes. Also, never lose your positive attitude.
- **Bringing** problems from the home into the workplace or establishing a lifestyle that is more expensive than the job can support. These problems not only affect the concentration/performance of the troubled employee but also the coworkers. *Suggestion*–Avoid letting problems outside of the workplace affect your job. Seek to find solutions to your problems at home. If you need counseling, many employers offer employee assistance programs (EAPs) which can provide help to employees and their family members (e.g., stress, financial problems, depression, substance abuse, and life crises). It is difficult to deal with anything, including your job, when your mind is focused on a problem.
- **Dealing** with limited opportunities because you have not updated your job skills or received retraining for your job which is becoming obsolete. Another example may include a company which has downsized and has limited the number of challenging job opportunities available to the remaining employees. *Suggestion*–Realize your situation and take a fresh look at your career plan. Ask yourself what changes need to be made to get back on track (retraining, relocation, a new employer), and begin those changes immediately.

Finding Success and Happiness On The Job

"If I could make $50,000 a year, I'd be happy." "If I could just be the boss, I would have control of my life and would be happy." "Jobs in this career field have always been available, and there should be plenty of money and opportunity. This would make me happy." "I could spend my entire career at this company."

What information are you using and what priorities have you established to help you choose a career field? What factors will be important for maintaining your personal job satisfaction? Last month, the article "Maintaining A Positive Attitude and Achieving Job Satisfaction" discussed how to avoid many negative factors that occur on the job and how to focus on the positive. Continuing to explore this subject area, this article takes a look at what makes successful workers happy with their jobs and what factors are truly important when choosing an occupation.

The information presented in this article was taken from a series of formal and informal interviews. The variety of individuals who were interviewed held jobs ranging from construction and maintenance workers to managers and directors. Everyone who participated was successful at what he/she does and was happy with his/her career choices.

The first areas that were discussed included money, job security, and opportunities for promotion. Everyone who was interviewed agreed that these are important factors when considering a job and finding job satisfaction. However, interestingly enough, most participants who were interviewed agreed that these factors do not create long-term job satisfaction or real motivation to create a standard of work excellence.

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Be creative - Some individuals enjoy the process of problem solving and introducing new ideas, approaches, or procedures. Job satisfaction is gained from expressing personal concepts and being a part of the creation, growth, and evolution of a company, product, or service. For these workers, change and challenge need to always be present.

Interact with people - Many individuals enjoy working closely with customers and coworkers on a daily basis. They have a need to interact in a positive manner and express their unique personalities and interests when working with other people.

Learn new skills - Some workers require job situations that change and that are never the same process over and over again. They find joy in learning new skills, improving their talents, and acquiring knowledge.

Provide structure and purpose - These individuals need an organized structure and system to follow. They often enjoy working in a team setting. They have much to offer a company, but they are seldom self-directed and need/seek guidance.

Enjoy the work environment - Some workers choose employment that allows them to work in a particular setting such as the beach, the mountains, or a popular center of social activity. The surroundings make the job interesting and appealing to these individuals.

Have responsibility and accountability - Oftentimes, individuals seek job opportunities that allow them to organize and direct projects. They want to be directly responsible for the success of their efforts and are effective at developing/organizing tasks and people.

Obtain recognition for their work - For some workers, there is a definite need to be recognized and/or respected by managers, coworkers, and customers for their efforts and accomplishments. Job satisfaction is received from doing an excellent job and from getting noticed and praised for these efforts.

Create quality and establish a sense of pride - These individuals enjoy completing a job and maintaining a personal standard of excellence. It is a personal challenge and drive for this type of worker to produce something of quality.

Keep active and be productive - Certain individuals can be motivated from the satisfaction of working a full day, keeping busy, and producing quality work. They thoroughly enjoy the feeling of having accomplished something when they go home each day.

Did you see anything that connects with your personality and specific needs? What choice(s) would you use to base your career decision? To help you begin to answer these questions, use the STUDENTaccesspage on page four as a starting point to explore your interests and career needs. ✍

"Happiness is not a state to arrive at, but a manner of traveling."
Margaret Lee Runbeck

On The Job: Making The Best Of A Difficult Situation

By Maria DeSantangelo,
Adult-Education Outreach Specialist,
Non-Traditional Student Instructor,
and Former Business Owner

Two years ago I accepted a newly created position at a well-known restaurant. At the time of my interview, the job responsibilities were not clearly defined. However, I needed immediate employment–so I accepted the job.

Within the first two weeks, I quickly realized why the job was created. Basically, nobody wanted the position.

For the first two months, my daily routine was somewhat confusing, and I had little direction. At times, I had to decide for myself what tasks needed to be completed and how to prioritize these tasks. While I was allowed to come and go as I pleased, I was held accountable if something wasn't completed on time.

When I started this job, I was held accountable for just about everything except washing dishes, cooking, and serving the food. I answered the telephone, disposed of the trash, cleaned bathrooms, took inventory, washed windows, filed, conducted business transactions at the bank and the post office, talked to vendors, and worked harder than I had ever worked in my life. (And I've been in the work force for 25 years!) Oh, did I mention that I was earning $5.00 an hour and I have a four-year college degree?

At the time, circumstances were such that I really needed a job and could not be too choosy about my employment options. Even though I really felt I was being exploited, I have always believed that every job experience can be valuable; this job was really challenging that belief. So, I decided to set some personal guidelines for myself:

- **Do not dwell** on the bad aspects of the job.
- **Find success and fulfillment** by being productive.
- **Examine** my situation/attitude and realize that I am the only one responsible for my actions.

Now, I had a new approach, but everything about this job seemed wrong. (This new approach was really going to take some effort on my part.) I had a difficult time finding anything that was positive. Then, it occurred to me that I was working with a great bunch of people who I really liked, and many of the customers were among the most interesting people I have ever met. This made the job more enjoyable.

The next mental obstacle I had to overcome was the fact that I could find no satisfaction in bussing tables and emptying the trash. Was I being a snob? Finally, I reminded myself that I clear the table and take out the garbage at home; it's no big deal and necessary work.

At this point, I realized that my attitude was my main problem. I recognized a great deal of what I thought was bad about the job was simply my own perception. I knew even the best jobs have a downside. No job is perfect, and if I was stuck with this job, I had to make the very best of the situation.

Slowly, my attitude started to change. I began to realize people were asking me for my opinions and even taking some of my advice! Also, I convinced myself that this job was an opportunity to prove to myself just how versatile I can be as a worker. Soon, my boss recognized I was somewhat of a role model and a good worker, and he increased my salary. As my productivity and self esteem improved, my boss continued to give me more responsibility. I no longer had to clear the tables and take out the trash because I was becoming too valuable in the office.

After two years, I turned what once was a "nothing job" into a position I was proud to have. When I resigned, my boss asked me to stay, but I was ready to experience new opportunities. Today, I am working at several challenging jobs, and I am satisfied to know I did a good job at the restaurant. In addition, I had the opportunity to meet many wonderful people, gain experience for my resume, and enrich my personal and professional life. What I liked best was that three coworkers applied for the new position I had created at the restaurant!

Passage March 1995

How Can You Keep Your Job?

Here is a list of simple steps you can take to improve your employment security:

- Be punctual.
- Dress appropriately for your place of work.
- List skills and abilities on your resume that are factual.
- Be honest with your employer and coworkers.
- Make an effort to get along with your coworkers.
- Know your job description and who your bosses are.
- Do not take advantage of sick days.
- Avoid using work time for personal business.
- Work at a pace that is appropriate for completing the job successfully.
- Follow workplace safety rules.
- Understand the dangers of alcohol and drugs and how they can affect work performance and safety.
- Accept responsibility and grow with the company. □

Read Your Employee Handbook.

Many employee handbooks end up hidden in a drawer, locker, or trunk of a car. These handbooks are given to many new employees when they are hired. However, for some reason, most workers never get around to reading this listing of company practices and policies.

To get started on the right foot at a new job, take the time to read and understand your employee handbook. Make an effort from the beginning to be an informed and conscientious employee.

What information is provided in this document? An employee handbook is designed to:

- Serve as a starting point for employees who don't know where to turn when they have a problem.
- Explain vacation scheduling, list the holidays, describe expense-account procedures, highlight company safety procedures, summarize the employee- benefit programs, and explain pay procedures, among other information.
- Promote fair and consistent company policies.

However, keep in mind that the information in the handbook is not necessarily written in stone. For example, it does not prevent a company from terminating employees or from changing policies at any time. Also, handbooks are sometimes updated (every several years) to match changes in company procedures and to follow legislative and regulatory mandates. □ Passage Vol 5 Issue 4
Dec. 1993

Understanding The Needs of Today's Employers: Trends and New Standards

You Have Ninety Days...

New employees usually have an average of 90 days to prove themselves. Accountemps, a national temporary staffing company, asked 150 executives how many weeks it takes to know whether a new hire is successful. The answer was an average of 12 weeks.

Max Messmer, the chairman of Accountemps, has some advice for those early days of employment...

- Arrive on time.
- Be friendly and courteous.
- Don't confide personal information to new co-workers.
- Work hard.

In addition, Andrea Price, president of the Colorado Human Resource Association, states, "The key to increasing security on a new job lies in mimicking approved workplace behaviors."

Hiring-Decision Standards

In a survey conducted for the U.S. Department of Education, 3,173 plant managers were asked what qualities/abilities they look for when hiring new employees. Of the 11 standards considered important to hiring decisions, attitude and communication skills were at the top of the list.

Survey Lists Employers' Priorities

The New York-based management consulting firm, Towers Perrin Company, interviewed 300 executives from medium and large-sized organizations. One of the many questions employers were asked in this survey was, "What are your main business priorities as an employer?"

The top three priorities listed by employers were:

1. Customer Satisfaction
2. Financial Performance
3. Competition

To Fax or Not To Fax?

Many job seekers ask if faxing a resume to an employer is acceptable. In most cases, the answer would be no.

Unless the employer would like to see your resume immediately and has requested that you fax a copy, you should always mail an original copy of your resume. The quality of fax copies is average at best and may not present you in the best light. Also, most employers do not like their fax machines to be used or even partially dedicated to the purpose of receiving dozens of resumes each day.

If you decide to send your resume by fax, be sure to include a type written cover letter/fax cover sheet. Then, be sure to place an original copy of your resume and cover letter in the mail.

When Is The Right Time To Ask For A Raise?

You're probably right in thinking you deserve a bigger paycheck. However, before you point out to your supervisor that it's time you got a raise, stop and ask yourself this question: "Is this really the right time?

Look at the company. Is the company hiring contractors and temporary workers rather than full-time, permanent staffers? Are the permanent staff members who were recently hired less experienced (and lower paid) than those hired in the past? How was the company's financial performance this year compared to previous years? In other words, is the company biting the bullet?

Be careful not to make yourself more expensive than your company can currently afford. Check out the bonus plan first or find out if compensations such as extra vacation time are available.

Source: The Effective Executive, September 1994

Understanding The Needs of Today's Employers: Trends and New Standards

What Should I Call My Boss?

Dave Morand, a professor of management at Pennsylvania State University, conducted a two-year study which concludes that bosses and workers have better working relationships and establish better working atmospheres when they call each other by their first names. He found first names are much more common in the workplace today than they were 20 years ago. (As a rule of thumb...if an employer uses your first name when addressing you, it is acceptable for you to address that individual by his/her first name. However, if you are uncertain that a first name is appropriate, stick with Mr., Ms., or Mrs.)

How Will Your Workplace And Job Change In The Next Five Years?

Recently, 400 human resource executives were surveyed by the American Society for Training and Development about trends in business, technology, and training for the next five years. Their responses might reveal what's in store for you and your colleagues and employers for the rest of the decade.

Business Trends - The global marketplace is anticipated to have the greatest influence on changing jobs and business. Preparing products and services for an international customer base will require many changes, including reengineering (changing the mode of operations) many processes–even entire companies in some cases. In addition, employees will have to take more responsibility for adjusting their present work styles and for learning new job-related skills.

Leadership by teams will become more common and there will be less distinction between employees and managers in terms of authority, status, and role.

The chief leadership issues will be designing organizations to cope with new business climates and managing change.

Lastly, companies will rely more on temporary and contract workers to perform certain jobs.

Technology Trends - The creation of the "information superhighway" will significantly affect most workplaces. Digital electronics, optical data storage, and more powerful computers will change the way information is created, stored, and shared. More workers will become computer empowered–and those without computer literacy will fall behind. Some companies will even open up their information base to customers and suppliers, allowing for quicker interaction and problem-solving. The need for immense mainframe computers is diminishing, and the use of desktop computers and portable networks will continue to increase.

Training Trends - Workforce training will continue its shift from professional trainers to nontrainers, such as managers, team leaders, and technical workers. Self-directed learning and team learning will increase. Workers both on the job and those receiving training can expect a greater use of technology. Fortunately, most respondents expect this technology to be more portable and more user-friendly. Companies large and small will increase their reliance on community colleges for training support.

Cultural Issues - Companies will devote more effort to becoming aware of cultural differences and to incorporating diverse values into their practices, products, and services. As the workplace changes, workers must also be prepared to change. In a fast-paced world, flexibility and a willingness to learn are crucial assets.

Source: Nine To Five, September 19, 1994, Dartnell, 4660 N., Ravenswood Ave., Chicago, IL 60640-4595. ✍

Nine Tips For Continued Success In The Workplace

Recently, Knight-Ridder Newspapers published an article by David Everett and John Lippert entitled–"It's Your Job: And If You Want To Keep It You Have To Work At It." The article listed nine tips to help employees stay on the right track and be survivors in the increasingly competitive job market of the 1990s and beyond.

The nine areas where they suggested that job seekers concentrate their efforts include:

- Learning the right skills.
- Learning how to think.
- Learning how to communicate.
- Learning how to learn.
- Being creative.
- Being aware.
- Being mobile.
- Preparing for the worst.
- Taking responsibility.

Let's take a closer look at the nine tips to develop a better understanding of the importance of each suggestion and how they can positively impact your career and employability.

1. Learning the right skills. The days when an individual could obtain a good job and earn a middle-class income with a high-school education or less are ending. Today, job seekers need to conduct research to see what career fields are growing and to make an effort to anticipate the future changes that will occur in the workplace (old jobs or processes being replaced by new jobs and concepts).

Once you complete the appropriate educational training for your field of interest and secure a job, you need to constantly expand and update your skills to stay current and to meet the needs of the employer and the customer.

2. Learning how to think. In the modern workplace, employees need to be able to contribute to the problem-solving process, analyze the quality or effectiveness of a service or product, and follow detailed instructions. Employers expect employees to be more active or participative members of the organization.

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3. Learning how to communicate. With greater involvement in the decision-making process, employees who can be self-directed (able to finish a task without much supervision or help) and can function in a team setting are valued by today's employers. Employees who can present ideas during meetings, work effectively with fellow coworkers/group members and managers, and deal with customers/suppliers will survive and adapt in the workplace.

4. Learning how to learn. As mentioned briefly in point one, the importance of just learning a skill is not enough. Many factors, such as technological changes, customer needs, and economic conditions, can affect the skills and responsibilities related to a particular job. For example, computer programs are upgraded on a regular basis and what you learn today may be outdated in three years. Also, in a situation where an employer decides to downsize (reduce the number of employees), the change will most likely increase the remaining employees' responsibilities and will require them to expand their skills. Don't wait until you are forced to change before you adapt this philosophy.

5. Being creative. Employees are often the individuals who work closest with the customer or who best understand the various aspects of a product/service. Many employers realize the knowledge and potential creative ideas that employees may have obtained from their experiences. When you enter the workplace, strive to step forward with your ideas and be prepared to take some risks that can help the company and can expand your abilities. Examples of creative ideas can range from establishing a better system for processing customer orders to organizing a work schedule for working parents that might include flex-time and job-sharing. Creative ideas are limitless.

6. Being aware. Make an extra effort to stay up-to-date with what is happening in your workplace and in your career field. You can stay in touch with these changes by talking with managers, coworkers, and business associates; reading newspapers and magazines; and listening/watching the news.

The information you obtain should include general topics (i.e., what is happening in the world, country or your community), career-related news (i.e., changes/trends in your chosen career-field), and workplace-specific information (e.g., new computer programs, team-building efforts, expanded job responsibilities, or product/service quality).

7. Being mobile. The chances are great that most people will have worked for many different employers by the time they are prepared to retire. Unfortunately, in the current job market, a significant number of companies is likely to go through some type of downsizing, relocation, transition, or closing of their operations. Understanding this reality, job seekers stand a better chance of survival if they are willing to move to a parent facility, a new company, a new town, or a different field or industry.

Don't be a job hopper–changing jobs on a frequent basis and in an unorganized manner. This will not look good to a potential employer. However, be flexible, be aware of future changes/possibilities, and think of your long-term goals and dreams.

8. Preparing for the worst. While we really don't like thinking about it, everyone should be prepared for unexpected job loss. Have a back-up plan in case your company closes its doors or you are suddenly laid off. Have an updated resume, a list of job contacts, and enough savings to last you through a job-search campaign.

9. Taking responsibility. Whether you are involved in a job-search or are currently working, learn to be responsible for your educational and career growth. Don't expect others to plan your future or create stability in your life.

Use these tips as a guideline in all phases of your career. Remember, the workplace is changing. Roles and responsibilities are evolving. These suggestions can be beneficial to all types of workers--from professionals with college degrees to skilled-factory workers. Take an active role in your career, have a plan, expect change, and prepare for change.

Entrepreneurship
Overview

- A. The Entrepreneur Personality Type
- B. Small Business
- C. Starting a Business
    - C.1. Why Some Businesses Succeed and Why Others Fail
- D. Types of Business Ownership
- E. The Business Plan
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- G. The Production or Service Processes Plan
- H. The Management Plan
    - H.1. Human Resource Management
- I. The Financial Plan
    - I.1. Financial Terms and Concepts
- J. Business Law

A. The Entrepreneur Personality Type

- Anyone leaving a job for an entrepreneurial career is a risk-taker.
- An increasing number of people are accepting the risk of self-employment in preference to the uncertainties of corporate employment. Some do not like being an employee; others are bored or like the challenge of new ventures.

Entrepreneurs tend to be:

- Self-motivated and self-directed; a self-starter who has lots of energy and can keep going for long periods of time.
- A high-achiever who has initiative and sees things through to completion.
- A creative thinker who is always looking for a better way of doing things.
- Someone who likes to take charge and has leadership qualities that encourage people to go along.
- A problem-solver who likes to plan things out before starting; likes to identify problems that stand in the way of achieving goals and looks for options to solve problems.
- A risk-taker who is comfortable with uncertainty and has the ability to analyze all options to assure success and minimize risk.
- Someone who can comprehend complex situations that include planning, making strategic decisions, and working on multiple business ideas simultaneously.

Successful entrepreneurs tend to be:

Goal-Oriented: Like to achieve something worthwhile through hard work and determination.

Detail-Oriented: Are always aware of important details and continuously review all possibilities to achieve business goals.

Doers: Have the energy to get the job done in a reasonable amount of time.

Realistic: Like a challenge that is within their capabilities.

Decision Makers: Are comfortable and confident with responsibility and risk-taking.

Self-Confident: Rely on high confidence levels to achieve success.

Controlling: Like to take charge; they need to control their work; they like to control their schedules.

B. Small Business

What is a Business?

- A plumber?
- IBM?
- A nonprofit daycare center?
- An Avon distributor?

By definition, they are all businesses—the word business comes from "busyness" or the state of being busy.

Business is the selling of a product or service for a profit as a means of providing a livelihood.

Business Domains

- **Service businesses** sell time, expertise, and/or the use of equipment.
- **Retail businesses** buy products and sell them to customers.
- **Manufacturing businesses** make products and sell them wholesale to retailers or directly to customers.

Small Business and the Economy

- Business provides over 75 percent of all jobs.
- Business discovers 75 percent of all new inventions.
- Business pays over $100 billion in income taxes each year.
- Business contributes hundreds of millions of dollars each year to support the arts, cultural events, and museums.
- Business donates billions of dollars each year to higher education.

C. Starting a Business

- There is an increasing number of small businesses started each year.
- There is a greater than 50 percent failure rate within the first four years.
- The number of female-owned businesses is growing at three times the rate of male-owned businesses.
- In 1988, women owned about 30 percent of small businesses; it is estimated that by the year 2000 this number will increase to 50 percent.
- From 1980 to 1990, the number of sole proprietorships increased from 10 million to nearly 15 million.

Small Businesses That Became Corporations

Sam Walton started with a dime store in Arkansas and is now the founder and largest stockholder of Wal-Mart—he is worth over $6 billion.

Bill Gates started Microsoft, a computer software company, and became the world's youngest self-made billionaire at the age of 30.

Why people start their own businesses.

- A desire to be key decision maker.
- A compulsion to try a great idea.
- A desire for independence.
- Dissatisfaction with working for someone else.
- Disagreement with corporate values.

Two additional reasons why women start businesses include:

- The realization that they probably will not become company president or a top-level manager unless they or their family own the company.
- So they can control their work location and hours.

C.1. Why Some Businesses Succeed and Others Fail

Businesses succeed when:

- Sales increase because you know what keeps your customer coming back.
- Prices are competitive creating a continuous flow of new customers.
- Products or services are high quality in the eyes of your customers.

Common mistakes in starting a business include:

Marketing Mistakes

- Considering interest and expertise, but not demand and location.
- An overcrowded market caused by too many competitors offering the same products or services.
- No customers because of poor location, high prices, or poor quality.
- Failure to adapt to market needs.

Management Mistakes

- Not knowing how to determine and fill staffing needs.
- Poor management resulting in continuous mistakes.

Financial Mistakes

- Mistakes in determining what funding is required—an undercapitalized business is in trouble because there can be a shortage of money needed for an adequate cash flow.
- Not knowing how or where to obtain resources.
- Not designating funds to attract customers.
- Not having the money available to hire consultants or experts such as accountants, attorneys, and marketing researchers.

- Most of these mistakes can be identified as potential problems through the development of a **business plan** and, consequently, can be mistakes only on paper.

- These paper mistakes can actually guide decision making for actual business operations.

D. Types of Business Ownership

Sole Proprietorships

Most small businesses operate as sole proprietorships.

- Simplest form of business organization.
- Greatest freedom from paperwork and regulations.
- Need only to obtain the licenses needed to begin operations.
- Owner receives all profits.
- Unlimited personal liability for all business debts (disadvantage).
- Limited ability to raise capital (disadvantage).
- Easy to discontinue business.
- Business terminates upon death of owner (disadvantage).
- Can begin as a sole proprietorship and later become a partnership or corporation.

Partnerships

Similar to a sole proprietorship but includes two or more owners.

- Easy to establish.
- Formed by an agreement entered into by each partner.
- May be informal but it is advisable to have a written agreement drawn up between all parties.
- Can draw on financial and management strengths of all partners.
- Profits are not directly taxed.
- Unlimited personal liability for business debts (disadvantage).
- Termination of business with death of a partner (disadvantage).
- Any partner can commit business to obligations (disadvantage).

Corporations

Most complex form of business organization.

- Costlier and more difficult to create.
- Business activities restricted to those listed in the corporate charter (disadvantage).
- Liability for business debts limited to amount owners have paid for their share of stock.
- Business's continuity is unaffected by the death of a partner or transfer of shares of stock.
- Extreme amount of record keeping (disadvantage).
- Close regulation (disadvantage).

Stock

All corporations have stock which is ownership shares in the company.

- Private corporation stock is sold directly by the company to only a few people.
- Public corporation stock is sold by stockbrokers to anyone who wants it.
- People buy stock in companies because they expect the company to do well—to grow and earn profits.
- Prices of stock go up and down based on how well the company is performing and how much the public likes the company.

For example, if a pharmaceutical company discovers a new wonder drug, stock price soars.

- If the company begins to slow down and lose money, people sell their stock.

For example, if the company is sued, the stock price can fall based on public opinion even before the case goes to court.

Franchises

- Franchises are locally owned outlets of a national company.
- The franchisee pays a franchise fee to franchisor for rights to sell products or services.
- Advantage: Proven track record and, therefore, limited risk.
- Disadvantage: Franchise fees between $10,000 and $500,000 plus percentage of gross sales, etc.

Typical franchises include:
Fast food restaurants, motels, hotels, auto repair services, retail stores, etc.

Two Types of Franchises:

Business-Format Franchise

- Operates under franchise tradename and follows standardized method of operation.
- Pays initial franchise fee.
- Long-term contracts (10-25 years).
- Payment of royalties and fees.
- For example, fast food restaurants and hotels.

Tradename/Product Franchise

- Tradename identification.
- Franchisor services to franchisee.
- Semi-exclusive or exclusive markets and services.
- For example, gas stations, auto dealers, beer and soft drink distributors.

ITEM	SOLE PROPRIETORSHIP	REGULAR CORPORATION	SUBCHAPTER-S CORPORATION	PARTNERSHIP
Legal status	None separate from individual owner.	Separate legal entity	Same as regular corporation.	No legal existence separate from partners.
Nature of Ownership	Individual owns all assets, has rights to all income and full liability.	Shareholders own stock which gives them rights to distributions of profits, or net assets upon liquidation.	Same as regular corporation.	Partners own interest in business which can be sold like stock.
Formation	Start doing business.	Get charter from state and fulfill other state legal requirements.	Same as regular corporation. Apply for Sub-S status with Feds on Form 2553 with 75 days.	Write up Partnership agreement.
Ownership of Assets	Individual has title to everything.	Corporation has title to assets.	Same as regular corporation.	Same as regular corporation.
Taxation of Profits	Net profit taxable to owner - income tax and self-employment tax.	Corporation pays tax on net profit.	Corporation pays no tax - passes profits through to shareholders in proportion to their stock ownership.	Partnership pays no tax - passes profits through to partners in accordance with partnership agreement.
Money drawn by owner	Not taxable to owner or deductible by business. "Owner's draw."	If compensation for work done, deductible by corporation and taxable to shareholder as salary. If not compensation, taxable to shareholder as dividend, but not deductible by corporation.	Same as regular corporation, except dividend is not taxable if it is paid out of profits taxed to shareholder in prior year.	If partnership agreement calls for compensation, it is treated as division of partnership profits. Remaining partnership profit will be divided according to percentage specified in partnership agreement. Other draws are not taxable to partner or deductible by partnership.
Social Security Tax on Owners	Owner pays self-employment tax on net profit with his 1040.	Shareholders' salaries are subject to FICA.	Same as regular corporation. Income passed through to shareholders is not subject to social security tax.	Partnership does not pay FICA on partners' "salaries", but partners pay self-employment on the income (including partners' salary) passed through to them.
Federal Tax Return	Form 1040 due 4/15	Form 1120 due 15th day of third month.	Form 1120S due 15th day of 3rd month. K-1 shows income passed through to shareholder.	Form 1065 due 4/15. K-1 shows income passed through to partner.
Liquidation	Stop doing business. No tax effect. Assets to owner at remaining book value.	Apply to state for legal dissolution. Shareholders report gain or loss on their own returns depending on whether the assets they receive are worth more or less than what they originally paid for the stock.	Same as regular corporation, except shareholder gain on dissolution is adjusted for distributions and operating profits and losses passed through during corporation's existence.	Agree on distribution of assets to partners. Generally, adjust basis of assets taken rather than report gain or loss.

SELECTING THE LEGAL STRUCTURE FOR YOUR BUSINESS

Bucknell

Small Business Development Center
Bucknell University
Lewisburg, PA. 17837

Before starting a business, the owners must decide on the type of ownership to use. There are three basic forms of business from which to choose: the sole proprietorship, the partnership, and the corporation. The oldest and simplest is the sole proprietorship; the business is owned by one person. The partnership can be general or limited, and joins two or more people in ownership. The most complex form is the corporation which must be created according to the laws of the state in which it is organized. The following information outlines each of the three types of businesses mentioned above and discusses various advantages and disadvantages of each that may be useful when choosing which type of ownership to use.

Sole Proprietorship:

The sole proprietorship is usually defined as a business which is owned and operated by one person. To establish a sole proprietorship, you need only obtain whatever licenses you need and begin operations. Hence, it is the most widespread form of small business organization. As with all types of businesses, there are advantages and disadvantages of each. Below is a list of such that may be helpful when making a decision of which business structure to undertake.

Advantages:

-**Ease of formation**: There is less formality and fewer legal restrictions associated with establishing a sole proprietorship. It needs little or no governmental approval and is usually less expensive than a partnership or corporation.

-**Sole ownership of profits**: The proprietor is not required to share profits with anyone.

-**Control and decision making in one owner**: There are no co-owners or partners to consult.

-**Flexibility**: Management is able to respond quickly to business needs in the form of day to day management decisions as governed by various laws and good sense.

-**Taxes**: The income of the business is taxed as personal income.

Disadvantages:

-**Unlimited liability:** The individual proprietor is responsible for the full amount of business debts which may exceed the proprietor's total investment. This liability extends to all the proprietor's assets, such as house and car. Additional problems of liability, such as physical loss or personal injury, may be lessened by obtaining proper insurance coverage.

-**Unstable business life**: The enterprise may be crippled or terminated upon illness or death to the owner.

-**Less capital**: Capital is less available, ordinarily, than in other types of business organizations.

-Long-term financing is relatively difficult to obtain.

-Relatively limited viewpoint and experience: This is more often the case with one owner than several.

Partnership:

A partnership is an association of two or more people who are co-owners of a business. A partnership can be created orally or in writing; however, a formal written agreement called articles of partnership is recommended.

There are three basic types of partnerships: General, Limited, and Joint Venture. In a general partnership, each of the owners who is actively involved in the business has specific authority, specific operational responsibilities, and unlimited liability. This type of partnership is common in most small and home based businesses. In a limited partnership, the partner is legally barred from participating in managing the business and has limited liability to the amount of assets he or she has invested in the business. The third type of partnership is a joint venture, which is a partnership established by two or more persons to carry out a specific "adventure" or undertaking. It usually is dissolved after the objective has been achieved. For the duration of the agreement each partner has unlimited liability.

Kinds of partners:

-Ostensible Partner: Active and known as a partner.

-Active Partner: May or may not be ostensible as well.

-Secret Partner: Active, but not known or held out as a partner.

-Dormant Partner: Inactive and not known or held out as a partner.

-Silent Partner: Inactive, but may be known to be a partner.

-Nominal Partner: Not a true partner in any sense, not being a party to the partnership agreement. However, a nominal partner holds him or herself out as a partner, or permits others to make such representation by the use of his/her name or otherwise. Therefore, a nominal partner is liable as if truth of such representation.

-Subpartner: One who, not being a member of the partnership, contracts with one of the partners in reference to participation in the interest of such partner in the firm's business and profits.

-Limited or Special Partner: Assuming compliance with the statutory formalities, the limited partner risks only his or her agreed investment in the business. As long as he or she does not participate in the management and control of the enterprise or in the conduct of its business, the limited partner is generally not subject to the same liabilities as a general partner.

Advantages:

- **Ease of formation**: Legal informalities and expenses are few compared with the requirements for creation of a corporation.

- **Direct rewards**: Partners are motivated to apply their best abilities by direct sharing of the profits.

- **Growth and performance facilitated**: In a partnership, it is often possible to obtain more capital and a better range of skills than in a sole proprietorship.

- **Flexibility**: A partnership may be relatively more flexible in the decision making process than in a corporation. But, it may be less so than in a sole proprietorship.

- **Taxes:** The income of the business is taxed as personal income.

- **Financing**: It is easier to obtain long-term financing than in a sole proprietorship.

Disadvantages:

- **Unlimited liability of at least one partner**: Insurance considerations such as those mentioned in the proprietorship section apply here also.

- **Unstable life**: Elimination of any partner constitutes automatic dissolution of partnership. However, operation of the business can continue based on the right of survivorship and possible creation of a new partnership. Partnership insurance might be considered.

- **Relative difficulty in obtaining large sums of capital**: This is particularly true of long-term financing when compared to a corporation. However, by using individual partner's assets, opportunities are probably greater than in a proprietorship.

- **Firm bound by the acts of just one partner as agent.**

- **Difficulty of disposing of partnership interest**: The buying out of a partner may be difficult unless specifically arranged for in the written agreement.

Corporation:

The corporation is by far the most complex of the three business structures. It is a distinct legal entity, distinct from the individuals who own it.

Advantages:

- **Limited liability of the owner**

- **Ease of expansion**

- **-Ease of transferring ownership**
- **-Relatively long life**
- **-Delegated authority:** Centralized control is secured when owners delegate authority to hired managers, although they are often one and the same.
- **-The ability of the corporation to draw on the expertise and skills of more than one individual.**

Disadvantages:

- **-Activities limited by the charter and by various laws**
- **-Manipulation**: Minority stockholders are sometimes exploited.
- **-Extensive government regulations and required local, state, and federal reports.**
- **-Less incentive if manager does not share profits.**
- **-Expensive to form a corporation.**
- **-Double tax:** Income tax on corporate net income and on individual salary and dividends.

Characteristics of Entity Structures

Characteristics	Proprietorships	Partnerships General	Partnerships Limited	Corporations
Method of creation	Start your own business	Created by agreement of the parties	Same + file statutory form in public	Charter issued by state
Liability of members	Owner has unlimited personal liability	Partners have unlimited liability	Limited liability	Shareholders have limited liability
Duration	Termination by death, bankruptcy, or voluntary closure.	Termination by death, agreement, bankruptcy, or w/drawl by partner	The term provided in the certificate	May be perpetual
Transferability of interest	Generally by the sale of the assets	Not transferable except by agreement of all partners	Transferable	Generally freely transferable subject to limited contracts between shareholders
Management	Owner has absolute control	All partners have equal voice	Very limited voice	Shareholders elect directors who set policy
Taxation	Not a taxable entity; Net income taxed to owner	Not a taxable entity; Net income taxed to partners	Same	Income taxed to corporation and dividends to shareholders
Transact business in other states	No limitation	No limitation	Copy of certificate filed in all counties where doing business	Must qualify to do business & obtain certificate of authority
Organizational fee, annual license fee, annual reports	None	None	None	All required
Modification of amendment of articles	No requirement	No requirement	Must file changes	Must obtain state approval
Agency	None	Each partner is both a principal and agent of his/her co-partners	Not pricipals or agents	A shareholder is not an agent of the corporation
Owners/Operators	Are not employees	Partners are not employees	General partners are not employees	Officers are employees
Return on investment	Maximum control	Shared w/ partners per agreement-can be limited control	Like corporate shareholders	Minimum control/ dependent on Board of Directors
Capital raising ability	Limited to owners' resources and credit; full security usually required for loans	Limited only by partners' resources	Limited partners may provide extensive capital resource	Broad capital raising capability through sale of stock and financing through loans
Growth potential	Limited	Limited	Less limited than sole prop. & part.	Unlimited/controlled only by business profitability

Pennsylvania's

CORPORATION LAWS

A Guide to Compliance

Robert P. Casey
Govenor

Brenda K. Mitchell
Secretary of the Commonwealth

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SECTION I

CORPORATION BUREAU

Persons desiring to do business in Pennsylvania must apply to the Secretary of the Commonwealth for authority to conduct business, incorporate, or file an assumed or fictitious name. Through the Corporation Bureau, the Secretary of the Commonwealth files documents evidencing various kinds of business transactions.

The Corporation Bureau is the repository for the records of more than 750,000 corporations authorized to do business in Pennsylvania. All records maintained in this office are public and may be inspected upon request.

■ Hours

The Corporation Bureau is open from 8 a.m. to 5:00 p.m. Monday through Friday. Documents may be submitted for filing by bringing them directly or mailing them to P.O. Box 8722, Harrisburg, PA 17105-8722.

■ Telephone Numbers

Search/Information Division 717-787-1057. Responsible for information commonly sought on corporations (name, address of a registered office, date of incorporation, state of incorporation and officers).

Name Availability 717-787-1057

Uniform Commercial Code 717-787-8712

Services of the Corporation Bureau

■ Filing of Business Entities and Corporate Transactions

Many types of business proceedings must be carried out by filing documents with the office of the Secretary of the Commonwealth. These documents must contain specific information in accordance with statutory requirements. Most common among these documents are Articles of Incorporation, Articles of Amendments, Articles of Mergers, Articles of Dissolution and Fictitious Names. A fee is charged for the filing of these documents. (See Section II) Payment of fees must be made by check or money order when the documents are presented for filing. ***No cash is accepted.*** If you desire a copy of the document you are filing, please enclose an extra copy of the document along with your request and a self-addressed stamped envelope. The principal corporate and fictitious name documents are discussed in detail in this guide. However, if you need assistance, the staff of the Corporation Bureau is available to answer questions and provide help. We can answer filing questions. We cannot answer legal questions.

■ Dissemination of Information

As the official record keeper of business documents, the Corporation Bureau can provide certain information on all registered businesses. The Corporation Bureau receives in excess of 5500 telephone calls per week, most of which are from persons either requesting information on corporations or checking on the availability of corporate names (see page 3 for a discussion of corporate names). Information may also be acquired in person or by mail. We maintain the following information "on line" on our computer terminals:

1. Name, principal office address and registered office address of the corporation.
2. Date of incorporation or date of qualification, and state of domicile.
3. Type of association; domestic or foreign business corporation; domestic or foreign corporation nonprofit; limited partnerships and miscellaneous type corporations.
4. Officers, if available.

In addition, we have in our files (but not accessible by computer terminal) the following information:

1. Stock information, if any.
2. Incorporators

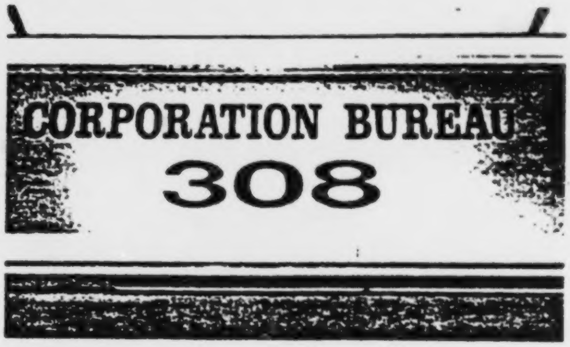
Because of the volume of calls received in the information center, the additional information is not available by telephone. If any of this information is desired, it can be obtained by sending a written request along with a $12 fee per corporate name and $2 per page copy charge.

■ Preparation of Certified Copies of Documents

Many legal proceedings and business transactions require the introduction or presentation of documents certified by the Secretary of the Commonwealth as true and correct copies of the records in this office. Certified copies of the corporate records in the office of the Secretary of the Commonwealth may be introduced as prima facie evidence of the facts stated in the documents. This certification dispenses with the necessity of the custodian of said records to appear at the proceedings and present the documents for introduction into evidence. Any documents on file with the Corporation Bureau may be certified by the Secretary of the Commonwealth. In addition to certifying copies of the documents, this office also prepares Certificates of Existence and Certificates of Due and Diligent Search.

A Certificate of Existence states when the corporation was incorporated or admitted to do business and whether it is still in existence as a matter of record in the office of the Secretary of the Commonwealth.

A Certificate of Due and Diligent Search certifies that all available records of the office have been searched and that a particular corporation does not appear in our records.



SECTION II

CORPORATION FILING FEE SCHEDULE

Reservation of Corporate Name	$ 52
Articles of Incorporation, Articles of Conversion or Domestication	$100
Articles of Merger or Consolidation	$ 52
Certificate of Authority and Amended Certificate of Authority	$180
Registration of Foreign Limited Partnership	$180
Statement of Merger or Consolidation by a Foreign Corporation	$ 52
Additional fee for each association which is a party to a merger or consolidation	$ 28
Each Ancillary Transaction*	$ 52
Fictitious Name Registration and Each Ancillary Transaction	$ 52
Service of Process (for each defendant named or served)	$ 52
Trademark/Servicemark	$ 52
Copy Fees per page (plus $28 per name searched)	$ 2
Certified Copies (plus $12 search fee plus $2 per page.)	$ 28
All Certificates	$ 28
Report of Record Search	$ 12
Certificate of Limited Partnership	$100
Immediate Certified Copy	$ 52*

** Ancillary transactions include: preclearance of document, amendment of articles or charter, restatement of articles or charter, change of registered office, dissolution, reorganization, withdrawal by foreign corporations. The bureau may charge equivalent fees for any like service not specified in the aforementioned list.*

BEST COPY AVAILABLE

SECTION III

CORPORATE NAMES

A corporation organized or admitted to do business in Pennsylvania is granted the exclusive use of a corporate name by reserving the name or incorporating using the name. (See p. 14 special provisions relating to names of professional corporations).

Requirements

1. The name of every Pennsylvania business corporation must include the word "incorporated", "corporation", "company", "limited" (or an abbreviation thereof), or "association", "fund" or "syndicate".
2. A corporate name may not include a blasphemous word or phrase. In addition, the name of any corporation organized under the Business Corporation Law (BCL) or Nonprofit Corporation Law (NPCL) may not express or imply a purpose to engage in activities as a governmental agency.
3. Any domestic or foreign corporation or limited partnership may not take or assume a corporate name the same as, or confusingly similar to, the name of any other Pennsylvania corporation or limited partnership of any foreign corporation or limited partnership authorized to do business in Pennsylvania.

Name Availability

1. Confusingly Similar Names — If a proposed corporate name begins with the same word or phrase as an existing corporate name, the Department of State will look for additional wording which in some way distinguishes the proposed name, such as a description of the business, purpose or activity. The addition of a locality alone will not be enough to distinguish a proposed corporate name that is found to be confusingly similar to an existing name, except in the case of nonprofit activities. If you encounter a problem with a proposed corporate name, contact the Corporation Bureau.
2. Reservation or Preemption of Names — The availability of a corporate name may be checked by telephone, however, telephone name searches are only preliminary checks and are not a guarantee of the availability of the name. **Do not buy stationery, stock certificates, literature or other items based upon a telephone check.**
   Corporate names may be reserved prior to incorporation for a period of 120 days upon receipt of a written request for reservation and payment of a fee of $52. The reservation may be renewed for an additional 120 days upon payment of a fee of $52. Reservation requests are thoroughly checked for availability and guarantee the use of the name. Name reservations are computer generated. It is the duty of the person reserving the name to check to insure that the name reserved was the name requested.
3. Consent — A proposed corporate name will be accepted, even if it is confusingly similar to the name of an existing corporation, if the existing corporation gives its consent. A foreign corporation, with a name confusingly similar to a Pennsylvania corporation or another foreign corporation admitted to do business in Pennsylvania, may also be admitted with the consent of the existing corporation. If the existing corporation will not consent, the foreign corporation may be admitted if it files:
   a. A fictitious name application showing the assumed fictitious name, plus the appropriate additional fee.
   b. An application for a Certificate of Authority to do business showing both the true name and the assumed fictitious name of the corporation on the corporate fictitious name application.

SECTION IV

CHECKLIST OF COMMON PROBLEMS WITH DOCUMENTS FILED WITH THE CORPORATION BUREAU

■ All Documents

The following seven items are sometimes referred to below as "Part A".

1. Check to see that every article on your document has been completed, including complete addresses when requested. Incomplete documents cannot be filed.
2. Check to see that you have submitted the correct fee (see fee list) and that your check is not more than 60 days old. Sign your check and make it payable to the Department of State.
3. Check to see that documents have been signed by all necessary parties.
4. Be certain you are filing the correct document. Check to see if the form is for a business, nonprofit, foreign or professional corporation.
5. The name of every corporation formed under the Pennsylvania Business Corporation Law must include the word "corporation," "incorporation," "company" or "limited," (or an abbreviation thereof) or "association," "fund" or "syndicate".
6. Future effective date of the filing, if any.
7. Docketing Statement, in triplicate, if required. (DSCB:15-13A4 or DSCB:15-134B)

■ Articles of Incorporation — Business and Nonprofit

1. Check all general points in Part A.
2. Check to see if you have provided a registered office address in Pennsylvania. Post Office Box numbers are not acceptable.
3. Docketing Statement (DSCB:15-134A) in triplicate.
4. State license number of licensed professional on docketing statement. (Applicable only for Professional Corporations.)

■ Articles of Amendment — Business and Nonprofit

1. Check all general points in Part A.
2. Be certain to state clearly the text of each amendment and identify each article being amended.
3. Docketing Statement (DSCB:15-134B) in triplicate.

■ Dissolution - Business and Nonprofit

1. Check all general points in Part A.
2. Clearance from the Pennsylvania Department of Revenue must be attached to the Articles of Dissolution. This clearance is issued under the signature of the Secretary or Deputy Secretary of Revenue and must be obtained by submitting an application to the Department of Revenue. For forms and information CONTACT: Pennsylvania Department of Revenue, Bureau of Corporation Taxes, Business Clearance Section, 7th Floor, Strawberry Square, Harrisburg, Pennsylvania 17128-0702, (717) 787-4883.
3. Clearance from the Office of Employment Security must be attached to the Articles of Dissolution. This clearance is issued under the signature of a supervisor in the Office of Employment Security and must be obtained by submitting an application to the office of Employment Security. For forms and information CONTACT: Pennsylvania Department of Labor & Industry, Office of

Employment Security, Employer's Tax Accounting Section, Labor and Industry Building, Harrisburg, Pennsylvania 17120, (717) 783-8418.

4. Publishers Affidavit — Notice of winding-up must be published once in two newspapers of general circulation, one of which shall be the legal newspaper, if any, in the county where the registered office is located. The publisher's affidavit documenting this publication must be obtained from the newspaper. This information should be retained in the corporation's records.

Foreign Corporation Application for Admission

1. Check all general points in Part A.
2. State registered office address in the Commonwealth. Post Office Box numbers are not acceptable.
3. Docketing statement (DSCB-15-134A) in triplicate.

Termination for Foreign Corporation

1. Check all general points in Part A.
2. Clearance from the Department of Revenue (See E-2) must be attached to the Statement of Termination.
3. Clearance from the Employment Security Division (See A E-3) must be attached to the Statement of Termination.

Mergers

1. Check all general points in Part A.
2. The agreement or plan of merger may be submitted with the Articles of Merger. Plan shall set forth:
   a. the terms and conditions of the merger;
   b. the manner of converting the shares of non-surviving corporation(s) into shares or other securities of the surviving corporation;
   c. any changes to be made to the Articles of Incorporation of the surviving corporation to effect the merger.
3. The effective date, when not stated in the Articles of Merger, shall be the date of filing of the Articles of Merger with the Department of State.
4. If the surviving corporation is not qualified to do business in Pennsylvania, all domestic and Pennsylvania registered foreign corporations involved in the merger must submit tax clearance certificates from the Department of Revenue and the Department of Labor and Industry to the Corporation Bureau with their Articles of Merger.
5. State names and complete addresses of each corporation which is a party to the merger and manner in which each domestic corporation adopted the plan of merger.
6. Docketing Statement (DSCB-15:134B) in triplicate.

Fictitious Names

1. Check all general points in Part A.
2. A fictitious name may not contain a corporate designator such as "corporation," "incorporated" or "limited" or any derivation or abbreviation thereof, unless the owner is a corporation. The use of the word "company" or a derivation or abbreviation thereof in a fictitious name by a sole proprietorship or a corporation is permissible.

Statement of Correction

1. Check all general points in Part A.
2. Docketing Statement. (DSCB:134B)

Statement of Summary of Record

1. Check all general points in Part A.
2. Include clear, legible copies of the Articles of Incorporation and any amendments filed in the courts, or amended and restated Articles of Incorporation.
3. Docketing Statement:
   a. DSCB:15-134A if filing only a summary of record or filing a summary with an accompanying document that does not require a docketing statement.
   b. DSCB:15-134B if filing a summary of record and the accompanying document requires a docketing statement.

SECTION V

ADVERTISING REQUIREMENTS

Domestic Corporations — Business and Nonprofit

■ Articles of Incorporation

One must advertise the filing or intention to file one time in two newspapers, one of general circulation, the other a legal newspaper, if any, in the county where the registered office is located stating:

1. The name of the proposed corporation.
2. A statement that the corporation is to be or has been organized under the provisions of the BCL of 1988.

■ Articles of Amendment

No advertising necessary.

■ Articles of Merger or Consolidation

No advertising necessary.

■ Articles of Dissolution

Notice of winding up proceedings must be published in two newspapers – one of general circulation, the other a legal newspaper, if any, in the county where the registered office is located. Also, notice must be mailed to each known creditor and claimant, and to each municipality by certified or registered mail in which the corporation's registered office or principal place of business is located. Proof of publication should be retained in the corporation's records.

Foreign Corporations — Business and Nonprofit

■ Application for Certificate of Authority

Same as Articles of Incorporation and shall include:

1. A statement that the corporation will apply or has applied for a certificate of authority under the BCL of 1988.
2. The name of the corporation and the state or country under the laws of which it is formed.
3. The address, including street and number, if any, of its principal office in the state or country under the laws of which it is incorporated.
4. The address, including street and number, if any, of its proposed registered office in the Commonwealth.

■ Application for Amended Certificate of Authority

No advertising necessary.

■ Application for Termination of Authority

Same as Articles of Incorporation and shall include:

1. The name of the corporation and of the state or country under the laws of which it is formed.
2. The address, including street and number, if any, of its principal office in the state or country under the laws of which it is incorporated.
3. The address, including street and number, if any, of its present registered office in this Commonwealth.

Fictitious Names

■ Application for Registration

When a fictitious name is used by an individual, or by an association or other entity which includes an individual party, the user of such fictitious name must advertise that it has filed or intends to file an application for registration of the fictitious name, in two newspapers, one of general circulation and the other a legal newspaper, in the county in which the principal office or place of business is located, setting forth the information required by statute. Otherwise, no advertisement is required.

SECTION VI

FILING REQUIREMENTS FOR DOMESTIC BUSINESS CORPORATIONS

Articles of Incorporation

Articles of Incorporation signed by all incorporators, and containing the following information must be filed:

1. Name: the name of the corporation — See Corporate Names, p. 3 for the requirements for corporate names and procedures for reservation of corporate names.
2. Location and address of initial registered office — Must include street and number, if any; Post Office box is not acceptable.
3. Statement that the corporation is incorporated under the provisions of the BCL of 1988.
4. Period of Existence: the period during which the corporation shall continue in existence, if not perpetual.
5. Authorized Shares - the number of shares which the corporation has authority to issue, or that the corporation is organized upon a non-stock basis.
6. Incorporators: the names and addresses of the incorporators.
   a. One or more persons (or corporations) may act as incorporators by signing and delivering to the Department of State the Articles of Incorporation for the corporation.
   b. Incorporators need not be directors, officers, shareholders or employees of the corporation.
7. Docketing Statement (DSCB:15-134A) submitted in triplicate must also accompany the Articles, so that the Departments of Revenue and Labor and Industry can have your desired mailing address, and contact you regarding the required tax reports.

Articles of Incorporation are not required by law to be prepared by an attorney, however, because of a number of complex matters that need consideration in organizing a corporation, including tax considerations, it is advisable for the incorporators to seek legal assistance to assure that all important matters receive timely consideration. Publication of either the intent to file or the filing of Articles of Incorporation must be made in two newspapers of general circulation, one a legal journal, if possible.

Articles of Amendment

Subsequent to the issuance of the Articles of Incorporation, the corporation may find it desirable or necessary to amend its Articles of Incorporation. Articles of Amendment stating the proposed amendment(s) must be filed with the Secretary of the Commonwealth for all amendments.

The Articles of Amendment signed by one duly authorized officer, and containing the following information must be filed:

1. Corporate Name
   a. The exact name of the corporation as it appears on the Articles of Incorporation or any Articles of Amendment effecting a name change must be stated.
   b. A change of corporate name as a result of the Articles of Amendment must be stated only in 7, the Text of the Amendment.
2. Location of Registered Office — Must be the actual address. Post Office box is not acceptable.
3. Act under which the corporation was formed.
4. Date of incorporation.
5. If the amendment is to be effective on a specified date (other than the file date), the hour, if any, and the month, day and year of such effective date.
6. Manner of adoption by shareholders or directors.
7. Text of amendment — The exact text of the entire article being amended must be stated, showing clearly how the article is to read after the amendment.
8. Restated Articles of Incorporation supersede original Articles and all Amendments thereto.
9. Docketing Statement (DSCB:15-134B), submitted in triplicate, must also accompany the Articles.

Articles of Dissolution

A corporation may terminate its corporate existence by undergoing voluntary dissolution. The following steps must be taken to dissolve a corporation:

a. Mail notice of the dissolution to all known creditors and claimants of the corporation.
b. Publish a notice of the winding-up and dissolution in two newspapers, one of general circulation and a legal journal, if any, in the county in Pennsylvania where the corporation's registered office is located. This notice is for the benefit of unknown creditors of the corporation.
c. By registered or certified mail, mail notices of the dissolution to each municipality in which the registered office or the principal place of business is located.
d. Make adequate provision for the payment and discharge of all outstanding debts, liabilities, obligations of the corporation and any potential judgments against the corporation.
e. Distribute the assets of the corporation among the shareholders according to their respective interests prior to filing Articles of Dissolution.
f. File with the Department of State Articles of Dissolution signed by one duly authorized officer of the corporation, containing the following information:

1. Corporate Name — The name of the corporation must be exactly as it appears on the Articles of Incorporation or any subsequent amendment.
2. Registered Office — The address of the corporation must be that given on the Articles of Incorporation or any subsequent change of registered office address forms filed with the Secretary of the Commonwealth.
3. Act under which the corporation was formed.
4. Date of Incorporation.
5. Name and address of its directors.
6. Officers names & addresses.
7. Manner of adoption by the shareholders or directors and shareholders.
8. Litigation — A statement that there are no actions pending against the corporation or that adequate provisions have been made.
9. Notice of Dissolution — Statement that notice of winding up proceedings was mailed as required by law.

■ **Clearances** — The following clearances must be filed with the Articles of Dissolution:

1. A tax clearance certificate issued by the Pennsylvania Department of Revenue that all Pennsylvania taxes have been paid by the corporation or that the corporation is not subject to such tax, must be attached to the Articles of Dissolution.

Clearance forms may be acquired by contacting the Pennsylvania Department of Revenue, Bureau of Corporation Taxes, Business Clearance Section, 7th Floor, Strawberry Square, Harrisburg, Pennsylvania, 17128-0702, (717) 787-4883.

2. A clearance certificate issued by the Pennsylvania Department of Labor and Industry - Clearance forms may be acquired by contacting the Office of Employment Security, Department of Labor and Industry, Employer's Tax Accounting Section, Labor & Industry Building, Harrisburg, Pennsylvania 17121, (717) 783-8418. See Checklist of Common Problems, p. 4, for information relating to dissolution clearances.

Statement of Correction

Whenever any document authorized or required to be filed in the Department of State has been filed but is found to be an inaccurate record of the corporation or other action therein referred to or was defectively or erroneously executed, the document may be corrected by filing in the Department a Statement of Correction of the document. The Statement of Correction must be signed by the association or any other person that effected the defective or erroneous filing and contain the following information:

1. Association name - The name of the association must be exactly as it appears on the Articles of Incorporation or any subsequent amendment.
2. Location of Registered Office - Must be the actual address. Post Office box is not acceptable.
3. Act under which the association was formed.
4. Inaccuracy or defect to be corrected.
5. Portion of the document requiring correction in corrected form or, if the document was erroneously executed, a statement that the original document shall be deemed re-executed or stricken from the records.
6. Docketing Statement (DSCB:15-134B) submitted in triplicate, must also accompany the statement. Note: The Statement of Correction can correct Articles of Incorporation but can not cause the Articles of Incorporation to be stricken.

SECTION VII

FILING REQUIREMENTS FOR DOMESTIC NONPROFIT CORPORATIONS

Articles of Incorporation

Nonprofit corporations are those corporations whose members or shareholders may not receive any of the profits of the corporation.

Articles of Incorporation, signed by each of the incorporators containing the following information must be filed:

1. **Name**: the name of the corporation - See Corporate Names, p. 3 for the requirements for corporate names and procedures for reservation of corporate names.
2. **Registered Principal Office**: the address of the corporation's registered office in Pennsylvania. Post Office box is not accepted.
3. **Purpose**: the purpose of the corporation - A nonprofit corporation may be formed for any purpose not inconsistent with its status as a nonprofit corporation. The corporation must be able to fulfill its purpose without financial benefit to the members, except as salaries and expenses.
4. A statement that the corporation is one which does not contemplate pecuniary gain or profit, incidental or otherwise.
5. **Period of Existence**: the period during which the corporation will continue. The period of existence is considered "perpetual" unless a period of time is stated.
6. **Statement of stock or non-stock basis**: - If stock basis: aggregate number of shares and par value, if any.
7. If no members, a statement to that effect.
8. **Incorporators**: the names and addresses of the incorporators.
   a. One or more persons (or corporations) may act as incorporator(s) by signing and delivering to the Department of State the Articles of Incorporation for the corporation.
   b. Incorporators need not be members, directors, officers, shareholders or employees of the corporation.

COMMENT: Docketing Statement (DSCB:15-134A) submitted in triplicate, must accompany the Articles.

Articles of Incorporation are not required to be prepared by an attorney. However, because a number of complex matters, particularly tax considerations, must be considered, it is advisable that the incorporators seek legal assistance to insure that all important matters receive timely consideration. Publication of either the intent to file or the filing of Articles of Incorporation must be made in two newspapers of general circulation, one a legal journal, if possible.

Articles of Amendment to the Articles of Incorporation

Subsequent to filing the Articles of Incorporation, the corporation may find it desirable or necessary to amend its Articles of Incorporation. A resolution setting out the proposed amendment(s) and directing that it be submitted to a vote of the members of the corporation may be adopted by the Board of Directors. The members, if any, of the corporation entitled to vote on amendments must then vote to adopt the proposed amendment(s). Articles of Amendment to the Articles of Incorporation stating the proposed amendment(s) must be filed with the Secretary of the Commonwealth for all amendments.

The Articles of Amendment signed by one duly authorized officer containing the following information must be filed:

1. Corporate Name
   a. The exact name of the corporation as it appears on the Articles of Incorporation or any Articles of Amendment effecting a name change must be stated.
   b. A change of corporate name as a result of the Articles of Amendment must be stated only in 7, the Text of Amendment.
2. Address of the registered office. Post Office box is not accepted.
3. The Act of Assembly under which the Corporation was formed.
4. Date of Incorporation.
5. If the amendment is to be effective on a specified date (other than the file date), the hour, if any, and the month, day and year of such effective date.
6. The manner in which the amendment was adopted by the corporation.
7. Text of Amendment: the exact text of the entire article being amended must be stated, showing clearly how the article is to read after the amendment.
8. Docketing Statement (DSCB:15-134B) submitted in triplicate, must also accompany the Articles.

Statement of Summary of Record

Where any valid charter document of a corporation is not on file with the Department of State and the corporation desires to file any document in the Department or secure from the Department a good standing certificate or certified copy, the corporation must file with the Secretary of the Commonwealth a Statement of Summary of Record signed by one duly authorized officer containing the following information:

1. Corporate Name - the exact name of the corporation as it appears on the Articles of Incorporation or any subsequent amendment effecting a name change.
2. Location of Registered Office - Must be the actual address. Post office box is not acceptable.
3. Act under which the corporation was formed.
4. The name under which, the manner in which and the date on which the corporation was originally incorporated, including the date when and the place where the original articles were recorded.
5. The place or places, including volume and page numbers or their equivalent, where the documents containing the currently effective articles are filed or recorded, the date or dates of each such filing or recording, and the text of such currently effective articles.
   a. Include clear, legible copies of Articles of Incorporation and any amendments filed in the courts. This information may be omitted when the Summary of Record is accompanied with amended and restated Articles of Incorporation.
6. Each name by which the corporation was known and the date or dates on which each change of name became effective.
7. Docketing Statement (DSCB:15-134A) submitted in triplicate if filing only a Summary of Record.
   Docketing Statement (DSCB:15-134B), submitted in triplicate if Summary of Record is accompanied by an additional filing that requires that docketing statement. A corporation is required to file this form only once.

Articles of Dissolution

A corporation may terminate its corporate existence by undergoing voluntary dissolution. The following steps must be taken to dissolve a corporation:

a. Mail notices of the dissolution to all known creditors of the corporation, and to each local government in which its registered office or principal place of business in Pennsylvania is located by certified or registered mail.

b. Publish a notice of the dissolution in two newspapers, of general circulation, one a legal journal, if any, in the county where the corporation's registered office is located. This notice is for the benefit of unknown creditors of the corporation.

c. Make adequate provisions for the payment and discharge of all outstanding debts, liabilities, and obligations of the corporation and any potential judgments against the corporation.

d. Distribute the assets of the corporation, as speedily as possible, after the publication of notice of dissolution. Any surplus remaining after paying or providing for all liabilities of the corporation shall be distributed by the board of directors or other body to the shareholders, if any, or if no shareholders, among the members. If the assets include any property committed to charitable purposes, the board of directors may apply to the court for an order specifying the distribution of the property.

e. File with the Department of State one copy of Articles of Dissolution signed by a duly authorized officer of the corporation, containing the following information:

1. **Corporate Name** — The name of the corporation must be exactly as it appears on the Articles of Incorporation or the latest amendment.
2. **Registered Office** — The address of the corporation must be that given on the Articles of Incorporation, or any subsequent change of registered office address forms filed with the Secretary of the Commonwealth.
3. **Liquidation Procedure**
   a. **Debts and Liabilities** - A statement must be included that all liabilities of the corporation must have been discharged, or that adequate provision has been made therefore, or that there are insufficient assets to discharge the liabilities, and that all assets have been fairly applied to the payment of such liabilities.
   b. **Property and Assets** - A statement must be included that all property and assets, if any, remaining after the discharge of all debts and liabilities have been distributed as required by law.
   c. **Liquidation** - A statement must be included that there are no suits pending against the corporation in any court or that adequate provision has been made for the satisfaction of any judgment, order or decree which may be entered against it in any pending suit.
4. **Notice of Dissolution** - A statement that notice of the proposed dissolution was mailed by certified or registered mail to each local government in which the corporation's registered office or principal place of business in Pennsylvania is located.

■ **Clearances** — See page 8.

SECTION VIII

FOREIGN BUSINESS CORPORATIONS

Application for Certificate of Authority

No foreign corporation may do business in Pennsylvania without receiving a Certificate of Authority from the Secretary of the Commonwealth. To receive a Certificate of Authority, a foreign business corporation must file with the Department of State an Application for Certificate of Authority, signed by one duly authorized officer of the corporation containing the following information:

a. **Name**: the name of the corporation - See "Corporate Names" p. 3 for an explanation of the requirements for corporate names, admission of a foreign corporation under an assumed name and procedures for reservation of names.

b. **State or Country of Incorporation**

c. **Principal Office**: the address of the principal office in the state or country of incorporation. Must include street and number, if any; Post Office box is not acceptable.

d. **Registered Office**: the address of the proposed registered office in the Commonwealth of Pennsylvania must include street and number, if any; Post Office box is not acceptable.

e. **Purpose**: a statement that the purpose of the corporation involves pecuniary profit, incidental or otherwise, to its shareholders.

COMMENT: A docketing statement must also be filed in triplicate so that the departments of Revenue and Labor and Industry can have your desired mailing address, and contact you regarding the required tax reports.

The Business Corporation Law requires that the corporation shall advertise its intention to file or the filing of the application for a Certificate of Authority. Proofs of publication of such advertising should not be delivered to the Department of State, but should be filed with the minutes of the corporation.

Amended Certificate of Authority

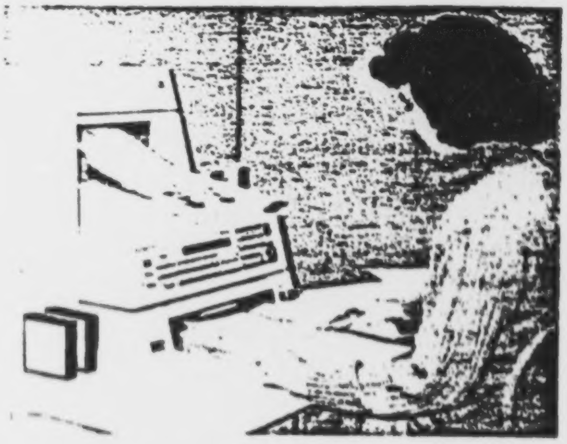
Subsequent to the issuance of the Certificate of Authority, a foreign authorized corporation may wish to change its name as a result of amendments to its charter or mergers with other corporations. In order to change its name, the corporation must file with the Secretary of the Commonwealth an Application for Amended Certificate of Authority, signed by one duly authorized officer of the corporation containing the following information:

1. **Name**: the name under which the corporation received a Certificate of Authority to do business in Pennsylvania.
2. **State or country of incorporation.**
3. **Principal Office**: address of principal office in state or country of incorporation. Post Office box is not accepted.
4. **Registered Office**: the address of the corporation's present registered office in Pennsylvania.
5. **The Change**: including a statement that the change has been effected or authorized under the law of the domiciliary state.

COMMENT: No corporation shall be issued an amended Certificate of Authority with a name the same as or confusingly similar to the name of any Pennsylvania corporation or any other foreign corporation authorized to do business in Pennsylvania. See Corporate Names p. 3 for the procedure for obtaining consent for the use of a name, or admission using an assumed name.

Application for Termination of Authority

An authorized foreign corporation may wish to withdraw from doing business in Pennsylvania. The corporation may withdraw by filing with the Department of State an application for Termination of Authority signed by one duly authorized officer of the corporation, setting forth and containing the following information:



a. **Name**: - The name of the corporation must be exactly as it appears on the application for Certificate of Authority or the latest amendment.

b. **State or County of Incorporation.**

c. **Date of Authorization of Authority.**

   1. The date the original Certificate of Authority was issued.
   2. Statement that the corporation surrenders its Certificate of Authority to do business in this Commonwealth.
   3. Address where Service of Process can be sent.
   3. The following clearances must be filed with the application:

a. A notice of clearance issued by the Pennsylvania Department of Revenue that all Pennsylvania taxes have been paid by the corporation or that the corporation is not subject to such tax, must be attached to the Articles of Dissolution. Clearance forms may be acquired by contacting the Pennsylvania Department of Revenue, Bureau of Corporation Taxes, Business Clearance Section, 7th Floor, Strawberry Square, Harrisburg, Pennsylvania 17128-0702, (717) 787-4883.

b. A notice of clearance issued by the Pennsylvania Department of Labor and Industry - Clearance forms may be acquired by contacting the Office of Employment Security, Department of Labor & Industry Building, Harrisburg, Pennsylvania, 17121, (717) 783-8418.

c. Proof of Publication of such advertising should not be delivered to the Department, but should be filed with the minutes of the corporation.

SECTION IX

FOREIGN NONPROFIT CORPORATIONS

Foreign nonprofit corporations are the same as foreign-for-profit corporations except for:

1. Paragraph f. of the application for Certificate of Authority reads:

   f. *Nonprofit - a statement that the corporation is incorporated for a purpose not involving pecuniary profit, incidental or otherwise.*

SECTION X

PROFESSIONAL CORPORATIONS

The corporate form has only become available to practicing professionals within the last 20 years. Traditionally, professional practitioners have not been permitted to avail themselves of the use of the corporate form because their professional skills are considered personal, the relationship of clients or patients is confidential and professional qualities are required which cannot be attributed to a corporation. Now most states have adopted special acts permitting professionals to incorporate. Pennsylvania has adopted the Professional Corporation Law which permits various persons in certain regulated professions to engage in the practice of their professions through the use of a corporate structure.

What Constitutes a Profession

The Professional Corporation Law has defined a profession: "to include the performance of any type of personal service to the public which requires a license, admission to practice or other legal authorization." These are regulated professions in which a professional relationship is established between the professional and his or her client requiring confidentiality and where a potential liability can arise out of the professional services rendered. In preserving that relationship, the corporate form will not shield the professional against personal liability which may arise in the performance of services.

■ Professional Corporations vs. General Corporations

1. **Similarities**
   a. Both kinds of corporations have the same structure with shareholders owning the corporation, directors establishing policies and making decisions for the corporation and officers handling the normal business affairs of the corporation.
   b. Both corporations are established to make a profit.
   c. Both are separate legal entities with the capacity to contract, to incur debts and to be subject to taxation.
2. **Differences**
   a. In professional corporations, only a person who holds a license to practice his or her profession may serve as a shareholder, officer or director. Employees who render

professional services must also be licensed.

b. The corporate form of practice does not in any way affect any laws applicable to the relationship between the professional and his/her client/patient, including laws on confidentiality and liability for negligence.

c. Shareholders of professional corporations may not enter into voting trust agreements or any other type of agreement granting any other person other than the shareholder the right to exercise any voting rights of any shares issued by the professional corporation.

d. A professional corporation may be formed only for the purpose of rendering the particular professional services and may not engage in any business other than the rendering of these professional services. It may, however, invest its funds in real estate, mortgages, stocks, bonds and any other type of investment and may own real estate or personal property necessary or appropriate for rendering its professional services.

e. Each professional corporation must acquire a Certificate of Registration from the state board regulating that particular profession.

f. Shares of a professional corporation may be issued or voluntarily transferred only to a licensed person(s).

g. The professional corporation may arrange for the purchase of the shares of a deceased or disqualified shareholder by making provisions in the Articles of Incorporation, bylaws or private agreement, or the professional corporation may acquire such shares for fair value.

3. Formation
   a. Professional corporations may be formed by filing Articles of Incorporation on the same forms prescribed by the Department of State for the incorporation of business corporations. The Articles must contain a heading stating the name of the corporation and that it is a Professional Corporation.
   b. Name
      1. The incorporators of a professional corporation may adopt any corporate name which is not contrary to law, the ethics of their profession, or any applicable rule or regulation of any governmental agency.
      2. The requirements as to corporate name set forth in paragraph one under "Requirements", on page 3, are not applicable to a professional corporation name if the name is restricted to the full or last name of any individual or individuals currently or formerly associated with the organization or any predecessor; with the option to add "Associates" or "and Associates," "P.C.," but not 'P.A.' is permitted.
      4. **Additional Requirements** - The professional officers license number must be included on the Docketing Statement.

SECTION XI

FICTITIOUS NAMES

Application

The use of fictitious names is now governed by the Fictitious Names Act of 1982, 54 Pa.C.S. Section 301 et seq., which repealed prior laws on the subject. Any entity or entities (including individuals, corporations, partnership or other groups) which conduct any business in Pennsylvania under an assumed or fictitious name shall register such name by filing an application for registration of fictitious name with the Department of State. This application must contain the following information:

1. The fictitious name. It does not have to contain a corporate designator such as "corporation," "incorporated" or "limited" or any derivation or abbreviation even if an owner is a corporation, and may not contain a corporate designator unless the owner is a corporation. The use of the word "company" or derivation or abbreviation thereof in a fictitious name by a sole proprietorship or a partnership is permissible.
2. A brief statement concerning the character or nature of the business or other activity to be carried on under or through the fictitious name.
3. The address of the principal place of business. Post Office box is not acceptable.
4. The name and address, including street and number, if any, of each individual interested in

such business or other activity. (Where a participant in a business or activity is a partnership or other organization composed of two or more parties, it is only necessary to name such partnership or other participating organization. Where the application for registration relates to a trust or similar entity, only the trustees or governing body thereof need be named.)

a. With respect to each entity, other than an individual, interested in such business or other activity:
   1. The name of the entity and a statement of its form of organization.
   2. The name of the jurisdiction under the laws of which it is organized.
   3. The address, including street and number, if any, of its principal office under the laws of its domiciliary jurisdiction.
   4. The address, including street and number, if any, of its registered office, if any, in this Commonwealth. Post Office box is not accepted.
   5. A statement that the applicant is familiar with the provisions of Section 332 (relating to effect of registration) and understands that filing under the Fictitious Names Act does not create any exclusive or other right in the fictitious name.
   6. The application may designate one or more parties who shall be authorized to execute amendments to, withdrawals from or cancellation of the registration on behalf of all then existing parties to the registration.

The name cannot be the same as, or confusingly similar to, the name of any corporation, or other association authorized to do business in Pennsylvania, or registered with the Corporation Bureau. Names implying that the entity is an educational institution, bank or trust company, or engaged in engineering or surveying, must be approved for use by the Department of Education, Department of Banking or State Registration Board for Professional Engineers, Land Surveyors and Geologists, respectively. The word "cooperative" can only be used if the entity was formed under the applicable law. The application must be signed by each individual, corporation (one officer), partnership (by a partner), trust (by the trustees) or other entity (one officer) interested in the business or activity; or by any attorney-in-fact.

Fictitious names registered under earlier statutes shall be deemed to be registered under the Fictitious Names Act of 1982.

The requirement of registration does not apply to nonprofit or professional activities; to a limited partnership registered with the Department; or to any unincorporated association.

Amendment

Every entity doing business in Pennsylvania under a Fictitious Name may amend its registration by filing an application for amendment, cancellation or withdrawal from fictitious name registration containing the following information:

1. The fictitious name as theretofore registered.
2. An identification of the last preceding filing in the Department with respect to the fictitious name.
3. The amendment, which may change the fictitious name, add or withdraw or reflect a change in name of a party to the registration, or otherwise revise the filing, and which shall revise any information set forth in preceding filings which has become inaccurate, and which shall restate in full all such information as so revised.
4. A statement that the amendment, without reference to any preceding filings, sets forth information with respect to the fictitious name which would be required in an original filing under the Fictitious Names Act. The application for amendment must be signed in the same manner as an original application, including any party who is thereby withdrawing, or by an agent designated for such purpose in the original application, plus any additional party to such registration.

Cancellation or Withdrawal

A fictitious name registration may be cancelled, or a party to a registration may withdraw therefrom, by filing an application for amendment, cancellation or withdrawal from a fictitious name registration containing the following information:

1. The fictitious name as theretofore registered.
2. An identification of the last preceding filing in the department with respect to the fictitious name.
3. A statement that the fictitious name registration is cancelled, or that one or more, but less than all, parties to the registration have withdrawn from the business or other activity carried on under or through the fictitious name. An application for cancellation or withdrawal may be signed in the same manner as an application for amendment, except that an application for withdrawal may be executed solely by the withdrawing party.

SECTION XII

STARTING A BUSINESS

Any person beginning a new business must determine the kind of organization most suited to the need of the business, its organizers and investors. In addition, there are a number of tax considerations which must be analyzed to determine the most advantageous tax structure for the organization.

The following is a brief discussion of the most common types of business organizations and the most frequently encountered tax considerations. This section is not a substitute for competent legal advice and should not be relied upon as the basis for decisions affecting the legal and tax status of the organization.

Sole Proprietorship

1. A sole proprietorship is a business which is owned directly by a single individual. That individual is solely responsible for all aspects of the business, and is personally liable for all debts, even those in excess of the amount invested in the business.
2. Advantages: Low organization costs, greatest freedom from regulation, possible tax advantages (taxation of owner at his individual rate, owner may deduct losses from his own individual return).
3. Disadvantages: Unlimited liability, difficulty in raising capital (must use own money or borrow). When a fictitious name is used, the fictitious name must be filed with the Corporation Bureau.

Partnership

1. A partnership is a business jointly owned by two or more individuals. Each of the individuals is personally liable for the debts of the partnership. In some respects the law treats a partnership as a legal entity, but in others it does not; the rights and privileges of the partners and of the partnership are defined by law and the partnership agreement.

2. **Advantages:** Low organization costs, additional capital and management resources (more than one person contributing), possible tax advantages (taxation of partners at their individual rates; losses may be deducted from each partner's individual return).
3. **Disadvantages:** Unlimited liability, difficulty in raising capital (must be partner's money or borrowed). Where a fictitious name is used, the fictitious name must be filed with the Corporation Bureau.

Corporation

1. A corporation is a legal entity which acts as a single person and is created under state statutory law. The corporation owns the business and in turn the corporation issues shares of stock to individuals investing in the corporation.
2. **Advantages:** Limited liability (investors may be liable only for the amount invested), ease of transferring ownership (selling shares), ease of raising capital (selling shares), possible tax advantages (corporate tax rate, shareholder taxed only on dividends received).
3. **Disadvantages:** Close regulation (created and governed by state law), greater organizational and record keeping costs (must keep separate records from tax on dividends to shareholders). All Pennsylvania chartered business corporations must report annually to the Department of Revenue a capital stock tax, a loans tax and a corporate net income tax.

E. The Business Plan

- Most entrepreneurs are doers and not planners. Consequently, many are reluctant to put the time and effort into developing a comprehensive business plan.
- However, for many reasons, a business plan is an absolute necessity to maximize the potential for business success.

There are a number of key hurdles in the creation of a new business—each one must be properly addressed in order to avoid disaster which can result in the failure of a business:

- Marketing the product and dealing effectively with the competition.
- Production in terms of profit margins.
- Management.
- Finances including raising capital.

An entrepreneur must examine all aspects of the business and ask questions to identify potential problems. Each potential problem must be solved to increase the chance of success.

- Through careful planning most problems can be solved on paper.

Purposes of a Business Plan

1. To develop ideas about how the business should be conducted.

- To examine the company from all perspectives including marketing, production, finance, and operations.

2. To refine strategies.

- To make mistakes on paper rather than in the real world.
- To serve as a management guide.

3. To create a tool against which business performance can be monitored and measured.

- To provide the basis for a business budget against which the company's financial status can be assessed.
- To provide the basis for a new plan, if revisions are needed.

4. To raise start-up capital.

- Most lenders and investors will not take a business venture seriously without a written business plan.

E.1. Skills Needed to Develop a Comprehensive Business Plan

Research skills:

1. Preparation is very involved and requires extensive research.
2. Must know how and where to obtain necessary data.
3. Must be able to analyze data and draw conclusions.

Organization skills:

1. Must be able to organize data.
2. Must be able to identify what comprises each part of the plan.
3. Must be able to present the parts of the plan in a logical, cohesive order.

Writing skills:

1. Must know how to develop ideas and present them in a logical order, presenting main ideas with supporting information.
2. Must know how to breakdown information into readable sections.
3. Must know how to present information using headings and subheadings.
4. Must know conventional writing mechanics including grammar, spelling, and punctuation.
5. Must know correct terminology.

Computation skills:

1. Must be able to compute financial information.
2. Must be able to analyze financial information and make projections.
3. Must be able to present financial information in meaningful terms.
4. Must be able to calculate square footage, units needed per volume, time required, etc.
5. Specific uses of numbers in business:

- Invoices, discounts, percentages.
- Calculating postage.
- Stock control, inventory.
- Spreadsheets.
- Arranging travel.
- Booking facilities, room costs, etc.
- Filling in forms.
- Wages, salaries.
- Banking procedures.
- Taxes.
- Bookkeeping, ledgers.
- Interpreting pay slips.

E.2. Parts of a Business Plan

1. Description of the business.

- Business goals.
- Product or service to be sold.
- History of business, if any.
- Work experience of principal employees.
- Growth possibilities for the business.
- Location.
- Reasons for believing the business will be successful.
- Why it is special or better than existing competitors.

Location Analysis Worksheet

1. Address.
2. Square footage/cost.
3. History of Location.
4. Location in relation to target market.
5. Traffic patterns for customers.
6. Traffic patterns for suppliers.
7. Availability of parking.
8. Crime rate for area.
9. Quality of public services (police, fire department, etc.).
10. Neighboring businesses.
11. Zoning regulations.
12. Adequacy of utilities.
13. Availability of raw materials.
14. Availability of work force.
15. Labor rate for area.
16. Tax rates.

2. Marketing plan.

- Identifies target customers.
- Tailors products and services, prices, distribution, and promotional efforts toward the target market.

3. Production or service process plan.

- Product from raw materials to finished item.
- Costs of raw materials.
- How services are provided.
- Who provides services and how.

4. Financial and accounting plan.

- Start-up capital.
- Cash flow.
- Profit and loss.
- Record keeping.

5. Management plan.

- Business legal structure.
- Levels of management.
- Employees.

6. Business law plan.

- Laws.
- Permits and licenses.
- Insurance.

DEVELOPING A SUCCESSFUL BUSINESS PLAN

Bucknell

Small Business Development Center
Bucknell University
Lewisburg, PA. 17837

INTRODUCTION

Whether you own an existing business, are thinking of purchasing one, or would like to start a new business, you need to plan in order to succeed. By carefully formulating a business plan, you will develop an invaluable tool that can help you make informal decisions, evaluate alternative strategies, and convince others that your ideas are sound. Before you begin to devise your plan, you may only have an idea of what you want to do and accomplish. The planning process forces you to put your ideas on paper and take an objective, critical look at your project. You may recognize a fatal flaw that would preclude your project's success. If your project remains a viable one through this stage, it should emerge stronger and more refined, and you should become more resolved and confident about it.

After your plan has been completed, it should serve several important functions. First, it should provide a means by which operating goals and objectives are established, and should serve as a benchmark against which future performance is measured. Second, the business plan should create a contingency plan for managing changes in the external or internal environments of the business (new competitors, industry price decreases, loss of personnel, etc.). The plan should anticipate such problems, and should present strategies for avoiding, minimizing, and managing them. Finally, your business plan should rationally asses the operational feasibility and financial viability of the business opportunities which you have identified, and should provide the documentation and evidence you need to support your ideas when presenting them to others for evaluation.

The following is an outline of a complete plan and a brief explanation of the items to be included. Remember that this outline is flexible and that not all the items are applicable to every business. Also, as you proceed to construct your plan, you may realize that you need help. If you do, seek it out. Many organizations exist to provide free or low-cost assistance to small businesses. Should you seek assistance, remember to stay involved in the process. Do not allow someone to develop your plan for you. After all, it should represent your ideas, and you need to understand and be familiar with it.

SAMPLE BUSINESS PLAN OUTLINE

- I. **Executive Summary**

- II. **The Business**
  - A. **Products and Services**
    1. Description
    2. Potential for Growth and Development
    3. Proprietary/Ownership Position
    4. Special Talents, Skills, and Technologies

  - B. **Industry and Market Analysis**
    1. The Industry: Characterization and Trends
    2. Target Markets: Proposed and Existing
    3. The Market: Size, Location, Trends, Potential
    4. The Competition: Characterization, Strengths, Weaknesses
    5. Business and Industry Influences
    6. Projected Sales and Market Share
    7. System for Ongoing Evaluation of the Market
    8. Pricing Policies
    9. Sales Strategy and Management
    10. Distribution

  - C. **Location and Production Plans**
    1. Location
    2. Land and Structural Improvements
    3. Plant/Facility Layout
    4. Production Strategy and Control Methods
    5. Labor Needs

  - D. **The Company**
    1. Legal Organization
    2. Organizational Chart
    3. Ownership and Methods of Compensation
    4. Key Personnel
    5. Board of Directors/Advisors
    6. Support Services
    7. Management Development and Training

- III. **Financial Data**
  - A. **Financial Statements and Plans**
    1. Synopsis: Financial Needs, Sources, Applications
    2. Historical Income Statements, Cash Flow Statements, and Balance Sheets
    3. Projected Income Statements, Cash Flow Statements, and Balance Sheets
    4. Projected Break-even Analysis by Products/Services
    5. Capital Requirements and Proposed Basic Capital Structure

- IV. **Supporting Documents**

Discussion of Business Plan Contents By Section

Executive Summary

Many consider this to be the most important aspect of the business plan because it is what the investors read first. This brief (one to three pages) preface should succinctly state the company's mission, and the goals and objectives which flow from that mission. In addition, the summary should contain specific information which will allow potential investors to decide within minutes whether or not they are interested in your business. This information includes:

1. *The Business*
   - When was your business formed, what purpose does it look to pursue (design a new product, manufacturing, marketing), and any unique competitive advantages or distinct competencies of the business, such as patents or proprietary technologies.
2. *The Products*
   - What products and services will your business provide/sell.
3. *The Market*
   - Current Size (local, domestic, international), recent and projected growth (cite sources), and estimated company market share.
4. *Management*
   - Profile of top managers, including past experience and managerial strengths.
5. *Financial*
   - How much money you are requesting, your proposed capitalization terms (equity or debt, terms of loan), and intended uses of money.

Products and Services

If your proposal involves the manufacture or sale of an item that is of a technical or unusual nature, use this section to provide the reader with more information. You should outline the product's history, detail its development, and describe its end uses. If you have made improvements to a standard commodity, explain the improvements and how they will make the product better and more salable. If available, provide with your plan copies of any product literature or brochures you may have. Be sure that the reader will understand the differences between your product and that of your competitors'.

1. *Description*
    - What are the key attributes and distinguishing characteristics of your products?
    - Are your products/services regulated in terms of content, manufacturing process, or delivery?
    - What are the component materials of your products, and how reliable are your suppliers?
    - For what applications do buyers use your products, and what therefore, are some substitute products?
    - Are there any products complementary to the products being discussed, and, if so, do you plan to make or sell these products?
    - Are your products new or mature in terms of their sales cycles?
    - Do buyers follow a pattern in purchasing your products?
    - Describe any test marketing you have done.
    - Include drawings or pictures of your products.

2. *Potential for Growth and Development*
    - What new products do you anticipate developing and selling, and how do these new products fit in with your current product line in terms of manufacturing, staffing, and promotional activities?

3. *Proprietary/Ownership Position*
    - Do you have any patents, copyrights, trademarks or legal proprietary rights in relation to the offered products?

4. *Special Talents, Skills, and Technologies*
    - Do you possess special processes or technological developments to which competitors do not have access?
    - Do you employ persons with unique talents or skills who have or who can develop such processes?

Industry and Market Analysis

Basic to your business plan and to the ultimate success of your venture is a clear definition and understanding of your target market. Without a thorough knowledge of your market you have no basis for forecasting sales, no target for directing your strategy, and almost no chance of success.

1. *The Industry: Characterization and Trends*
   - This section should cover historical trends in the industry, such as products, buyers, and economic factors which affect industry and market performance. In addition, this section should cover changes in the economy, the industry, or in the industry's markets which have affected product characteristics, price structures, distribution and promotion methods, or which have created a need for, or enabled the production of a new product.

2. *Target Markets: Proposed and Existing*
   - Who are your customers now, and how do you plan to sell in the future?
   - Characterize customers according to the industry, if you are selling to other businesses, and according to demographic factors, if you are selling to individuals.
   - Describe any imminent economic or sociological factors which will affect the buying behavior of these customer groups.

3. *The Market: Size, Location, and Potential*
   - How many dollars worth of goods/services do companies in your industry currently sell?
   - What portion of that amount do you compete for considering your geographic location and capabilities?
   - How do you see your sales growing in the future?
   - Your timetable for market penetration will be presented subsequently with your financial statements.

4. *The Competition: Characterization and Strength/Weaknesses*
   - Name your competitors, and describe their strengths and weaknesses, particularly in relation to you and your business' strengths and weaknesses.
   - Include any product literature, trade publications, or financial information from your competitors which substantiate your statements.
   - How will your competitors react to your entry into the market?
   - How will you respond to various competitors' actions?

5. *Business and Industry Influences*
   - Describe and influences on the federal level? State level? Local level?
   - What are the business cycles in the industry?
   - Describe and foreign influences, if any?

6. *Projected Sales and Market Share*
   - Describe and substantiate your projected sales, based on your depiction of the market size above, and based on your own capacity and capabilities.
   - This information will translate into numbers in your financial projections.

7. *System for Ongoing Evaluation of the Market*
   - How are you going to keep abreast of market developments affecting your company?
   - Do you have a marketing manager?
   - Are you a member of any trade association?
   - Do you monitor trade publications or attend industry conventions?

8. Pricing Policies
    - Three factors influence your pricing: your costs, your competitors' prices, and market demand.
    - You must consider all of these factors to determine a price which fits into your overall strategy.
    - Is your strategy to be low-price seller to attract volume, to be high-price seller to create an image of quality, or to follow the pack somewhere in the middle?
    - What credit or payment terms do you plan to offer?

9. Sales Strategy and Management
    - Who will be selling your products/services, an in-house sales force or independent manufacturers' representatives?
    - Who will be in charge of managing or monitoring these personnel?
    - How will you compensate sales personnel?
    - What kind of promotions (incentives, discounts, etc.) and advertising (media ads, sales literature, trade shows, etc.) do you intend to undertake?
    - Your plans will depend in part upon your distribution methods, as described below.

10. Distribution
    - Do you distribute your product via retail sales, wholesaling, direct selling, licensing, or franchising?
    - What physical distribution channels will you use to get your products/services from you to the end user?
    - What is your relationship with your distributors?
    - What kinds of packing, shipping, and liability arrangements do your distribution methods involve?

Location and Production Plans

This section should provide more than simply your business' mailing address and a description of its production processes. It should include a description of the building, the materials used in construction, details concerning your lease or mortgage agreement, a description of production control methods, and a discussion of labor needs. You should also include information that justifies your choice of location and production plans. This information can include, but is not limited to: description of the neighborhood, applicable zoning ordinances, population demographics, and operating cost information.

1. *Location*
    - What region, as an economic or statistical entity, are your facilities located within, and what are the current and projected trends for that region which affect you?
    - Looking on a smaller scale, within which city are you located, and why?
    - What taxation, climatic, geographic, sociological, educational, or other factors influenced you to locate here?
    - On the smaller scale, why did you choose the site where you are located or where you plan to locate?
    - Do you lease or own your facilities?
    - What are your projected facility needs, and how do you plan to meet them?
    - If yours is a retail operation, include traffic counts for the site and demographics for the area within a five-mile radius of the cite.

2. *Land and Structural Improvements*
    - What will you do to ready your chosen site for operations?
    - What is the purpose of modifications/improvements, and what will they cost?

3. *Plant/Facility Layout*
    - Include a blueprint of your facilities, and show how the design facilitates traffic flow for either customer traffic or production operations.
    - This section should illustrate that you have considered not only your equipment needs, but also the most efficient or most attractive set-up for the equipment.
    - Are your plant and equipment new or used?
    - If used, how long are their productive lives?

4. *Production Strategy and Control Methods*
    - Is your production process labor intensive or capital intensive?
    - Is your production process a job shop or batch process?
    - Have you established time and quality standards, and if so, who will monitor compliance with these?
    - How do your production plans tie into materials purchasing and inventory control?
    - Have you identified alternative suppliers of materials and components required for production?
    - Is your operation regulated in terms of waste disposal, noise, or other environmental factors?

5. *Labor Needs*
    - Given your operating plans discussed above, how many persons with what skills will you need to perform which jobs, and when?
    - Does your geographic area have a large supply of laborers of this skill level?
    - Will you have to train employees?
    - What kind of employee turnover do you expect?
    - What is the planned surervisor-to-laborer ratio?
    - What benefits do you plan to provide?

The Company

In this section of your plan, the organizational structure and management personnel of your company should be discussed. This area should relate your qualifications to the requirements of your project. If a gap exists in your structure, fill it with someone whose specific expertise qualifies him or her for the job. After you have described the personnel, define the tasks that each person will be responsible for, and delineate the chain of command. Next, tell how much each person will be paid, and provide documentation to support your decisions. Finally, list the individuals and organizations your business will use as resources. These should include your accountant, attorney, and insurance broker, as well as any local organization that might be available to provide you with assistance.

1. *Legal Organization*
   - How is the company organized: corporation, S corporation, sole proprietorship, or partnership?
   - Why did you choose this form of organization, i.e., what tax and operating benefits does it provide the company?

2. *Organizational Chart*
   - What are the positions and jobs within the company, and what is the chain of command?
   - Who reports to whom, and who supervises whom?
   - Include job descriptions for each job category.

3. *Ownership and Methods of Compensation*
   - Who currently owns much of the company?
   - How will planned methods of compensation, such as profit sharing through stock distributions, affect the ownership of this structure?
   - What are compensation methods, and how will they affect management policies?

4. *Key Personnel*
   - In addition to including detailed resumes for each key player in the appendix, profile the key players, noting their relevant experiences and backgrounds which will enable them to successfully perform their intended duties within the company.
   - What are the management functions of key personnel?

5. *Board of Directors/Advisors*
   - Profile the outside resources which you regularly have at your disposal in an advisory capacity.
   - What strengths do these advisors add to those of your in-house managers?
   - What potential management gaps do these advisors fill?

6. *Support Services*
   - In addition to your advisory board, do you utilize the services of an accountant, attorney, or industry consultant?
   - Can you call upon the expertise of retired managers or former owners?

7. *Management Development and Training*
   - How do you plan to ensure that your managers are on top of industry developments, whether technical or managerial?

Financial Plan

1. *Synopsis: Financial Needs and Applications*
   - •This brief statement should summarize the details of your financial plan. For purposes of financing, your statement should describe the amount of money you will require, detail the applications of the requested funds, and summarize the proceeding financial statements.

2. *Historical Income Statements, Cash Flow Statements, and Balance Sheets*
   - •Along with these statements, preferably at least reviewed or compiled if not audited by a certified public accountant, include tax returns for majority owners if the business is closely held.
   - •In addition, include notes which explain the statements in terms of units, and which explain any unusual transactions or events.
   - •Include all of the company's historical statements, if reasonable, or at least statements for the last three years.

3. *Projected Income Statements, Cash Flow Statements, and Balance Sheets*
   - •Include projections for three years into the future, the first year detailed by month, and the subsequent two years by year, provided the company is operating profitably with positive cash flow by the end of year one.
   - •Include notes detailing the assumptions behind your statement, a note for each item on the statements explaining the units and policies behind the numbers is ideal, as this allows the reader to evaluate the validity of the numbers, as well as to rework them based on his or her assumptions about the future.
   - •In these assumptions, provide such details as receivables collection periods, timing and quantities of inventory orders, timing of payables payments, and similar assumptions behind all other statement items.
   - •These assumptions and their translation into financial statements represent the numerical expression of the rest of your business plan.
   - •To illustrate how your projected financial statements compare to average industry performance, include a ratio analysis of your statements along with published industry averages, if available.

4. *Projected Break-Even Analysis by Product/Service*
   - •Calculate your break-even sales volume, in terms of units and/or dollars.
   - •Show how the addition of new products/services affects your fixed costs, and therefore your break-even point.

5. *Capital Requirements and Proposed Basic Capital Structure*
   - •How much money are you seeking, and in the form of debt or equity?
   - •How will this capital infusion affect the capital structure of the business?
   - •How do you plan to use the requested funds?
   - •Include a detailed list of capital equipment, property, and other uses of funds, including quotes from suppliers when possible.

Supporting Documents

You will want to include any documents which lend support to statements you have made in the body of the business plan. The items you include depend on the nature of your business and the intent of your proposal. Items usually attached include:

1. Personal resumes
2. Personal financial statements
3. List of collaterals
4. Credit reports
5. Letters of reference
6. Job descriptions
7. Letters of intent from customers
8. Copies of leases or contracts
9. Legal documents
10. Commitment letters from funding sources

10 STEPS TO HELP YOU PREPARE A BUSINESS PLAN

1. RESEARCH: Get as much information on your proposed business as possible- from your library, trade associations, trade publications, local and federal bureaus.

2. PROJECTIONS: The more you know about your business, the more accurately you can make projections of sales and potential profits for the first year- but preferably for the first three years.

3. CAPITAL: Accept the fact that it always takes more money than you anticipated; have enough working capital on hand and back-up resources in case the new business does not catch on as fast as you had anticipated.

4. COMPETITION: Study them carefully; they have been there and experienced what you are about to discover.

5. LOCATION: Remember the real estate pro's adage- location, location, location. If you cannot come to your customer, you must devise ways for the customer to come to you- either prime location, or lots of advertising.

6. IMAGE: What kind of public image do you want to create with your service, merchandise, quality, decor, packaging, personnel, vehicles, ads, and pricing?

7. RECORDS: Complete, accurate records are needed for tax purposes, but also for your bank and most important, for your own guidance.

8. PROFESSIONAL HELP: In addition to experienced personal help, rely on a competent lawyer, accountant, and banker- also insurance and promotion.

9. BUYING: Knowing what and where to buy, when to buy, and how to gauge inventory, can make or break you- allowing to conserve working capital, reducing obsolescence, and meeting and beating competition.

10. PROFIT: This is the bottom line for which you are planning to go into business. Make sure all expenses are accounted for, including living costs, possible losses, "shrinkage", and unseen costs, such as fringe benefits and taxes. Then add a legitimate profit to your risk. If the profit does not come out right, perhaps you should rethink the idea of going into business.

PHRASES NOT TO INCLUDE IN YOUR BUSINESS PLAN

1. Growth is inevitable.
2. The product/service will sell itself.
3. We have no competition.
4. The business runs itself.
5. Our target market is the general public- everyone can use our product/service.
6. Our past experience guarantees the success of this business.

Any other unsubstantial claims of superlative performance, especially those followed by exclamation points.

F. The Marketing Plan

Definition of marketing: Getting the right goods and services to the right people at the right time and place with the right communication and promotion.

- Marketing is one of the most important parts of the business plan because it communicates most directly the nature of the intended business and the manner in which a business will be able to succeed.
- Marketing explains how a business intends to manipulate and react to market conditions in order to generate sales.
- Marketing sells a business as an attractive investment opportunity, a good credit risk, and a valued vendor of a product or service.
- Marketing is critical to business success—many businesses with a desirable product or service have failed because of their marketing strategy or lack of one.
- Marketing plans vary depending upon the type of business and the complexity of the market.
- Marketing strategies should include a market survey to provide the basis for decisions regarding.

A marketing survey researches:

- The site location.
- Potential customers and plans for attracting and keeping them.
- Sales techniques and distribution strategies.
- Pricing strategies.

Two important aspects of marketing are:

1. Customer service.
2. Advertising.

F.1. Customer Service Guidelines

Customer service is an important part of marketing a business.

- Dealing effectively with customers requires the ability to handle problem situations.
- The goal is to find a solution that will make both the company and the customer happy.

In one survey, business executives were asked to rate the quality of customer service of companies in the U.S.

1. 48 percent rated most companies' customer service from fair to poor.
2. 48 percent stopped conducting business with 3 to 5 companies during a year's time due to poor customer service.
3. 10 percent stopped conducting business with more than 5 companies.
4. 3 percent stated they did not switch companies at all.

Successful marketing means satisfying customers so they become repeat customers.

Guidelines for satisfying customers:

1. Dress appropriately and always show up on time.
2. Keep shop hours consistent.
3. Have trained replacements to fill in if the need arises.
4. Make sure your customers know exactly what you provide and at what price.
5. Have a firm pricing policy and stick to it.
6. If you are selling a service, ask your customers if they have any special expectations before you start the job.
7. If you sell a service, contact your customers after you finish to make sure they were satisfied.
8. Be confident and friendly when you approach customers.
9. Establish a guarantee policy.
   - Specify a warranty period.
   - Specify product or service standards.
   - Offer to fix your mistakes for free.
   - Be sure your customers understand that you cannot go back and fix mistakes they caused after the job is done.
10. Establish a refund policy.
    - In the event that you cannot make a customer happy after you have tried everything reasonable to satisfy their complaint.
    - Outline refund conditions.
    - State how much will be refunded and how— in cash or replacements.
    - Be sure to keep records of all refunds.

F.2. Customer Complaint Techniques

Successful marketing means being able to handle customer complaints in a way that satisfies both the business and the customer.

Guidelines:

1. Listen to exactly what the problem is.
- Don't interrupt except to clarify a point.
2. Be open and don't begin a discussion assuming the customer is wrong.
3. Treat the customer with respect.
4. Know your job and your policies.
5. Be empathetic and let the customer know you understand how he or she feels.
6. Apologize if it is your mistake.
7. Explain the settlement clearly and completely.
8. Be prompt in settling the problem.
- Follow a settlement schedule.
9. Keep the customer informed if the settlement takes a period of time.
- Avoid changes in the settlement schedule.
10. Talk about future transactions with the customer and let the customer know that you will try to prevent the same mistake or problem from happening again.
11. Say thank you no matter how difficult the situation.
12. Follow up and make sure the settlement has been fully reached.

F.3. Advertising

Advertising is a powerful marketing technique.
- The main objective of advertising is to increase sales.

Advertising strategies depend on the type of business, the amount budgeted for advertising costs, and where customers are.
- Businesses often waste a lot of money marketing their product where their customers aren't.
- It's not how much is spent on advertising, but how successful ads are in reaching the people most likely to buy the product or service.

Advertising goals should be set to determine whether or not investments in advertising are meeting marketing goals.

How You Can Measure The Effectiveness Of Ads

1. Your ad cost you $500.
2. The ad included a coupon with a 25 percent discount.
3. Retail price of the product after the discount was $10.
4. Your net profit on the product after the discount was $1.
5. The number of products sold as a result of the ad = 2,000.

The profit/loss of the ad =

the net profit x number sold
minus the cost of the ad
= ($1 x 2,000) - $500
= $2,000 - $500 = $1,500

Your ad returned a $1,500 profit.

Marketing costs can cost more than the product.
- For example, a tube of lipstick costs about 50 cents to produce but the glossy two-page magazine ad can cost a million dollars.
- Consequently, a tube of lipstick that costs 50 cents to manufacture ends up costing the customer five dollars.

F.4. Advertising Terms and Concepts

Reach is a term that refers to the total number of households that will be exposed to an advertising message by a particular medium over a given period of time.

- It is usually expressed as a percentage of households in a geographic area.
- For example, if a newspaper is delivered to 20,000 homes in a town with a population of 40,000, the reach of the newspaper is 50 percent.

Frequency refers to the number of exposures an advertisement receives by a person in a household.

- For example, if your newspaper ad is seen on average three times by a person, then the frequency is three.
- If we take this frequency rate and multiply it times the number of subscribers, it will give us the total frequency.

3 x 20,000 subscribers = 60,000

Reach and frequency factors vary among different types of media.

- Reach works best when you want to introduce a new product or service to as many people as possible.

- Reach assumes that your ad will be so compelling that people only need to se it once.

- Incentives such as coupons and sales discounts are often used to attract attention.

- Frequency works best when you want the customer to order your product or service directly from the ad.

- Frequency ads act as constant reminders to initiate a decision to buy.

- Frequency ads are effective when time limits are placed in the ad.

ADVERTISING PROS & CONS

Bucknell

Small Business Development Center
Bucknell University
Lewisburg, PA. 17837

Introduction

Why advertise? The purpose of advertising is to tell potential customers that you exist. A good advertising campaign will bring people to the store, both new prospects and repeat customers, while creating and strengthening an image. Advertising for a small business (or any business) should not be regulated to only one form of advertising. It is best to increase exposure to several mediums, while not spreading too thin. Most small businesses do not have the funds to spend on every kind, but it is important to get the right media mix.

Always be consistent and portray the same image, so as not to confuse the customer. The more a person sees your logo or name, the more likely they are to remember it when they need your product or service. It is also essential to be regular. Successful advertising takes time. An ad campaign of 13 weeks is usually the minimum time needed to establish an image. Of course, shorter images (several days before a sale, or seasonal ads) can be very effective, especially in conjunction with regular advertising.

I. Print Advertising

There are several inherent advantages to print advertising as opposed to outdoor or broadcast advertising. The advertiser can put as much information in a print ad as is needed to tell the reader about your store and the goods or services provided. With a print advertising, a potential customer can take all the time needed to read your ad, absorb it, and refer back to it at their leisure. Information such as directions to your location, prices, and product descriptions are well suited to this type of advertising, as well.

A. Newspaper

Newspapers are effective as advertising tools because they can reach all segments of a local market. They can also be "fine tuned" by specifying a particular section where you want the ad to be placed, such as the sports, home, or national news section. Most newspapers will accommodate specific location requests but do not guarantee it. From the advertiser's point-of-view, newspaper advertising can be convenient because production changes can be made quickly, if necessary, and can often insert a new advertisement on short notice. Another advantage is the large variety of ad sizes newspaper advertising offers. Even though you may not have a lot of money in your budget, you can still place a series of small ads, without making a sacrifice.

Advertising in the newspaper offers many advantages, but it is not without its inherent disadvantages, such as:

1. Newspapers usually are read once and stay in the house just for a day.
2. The print quality of newspapers is not always the best, especially for photographs. So use simple artwork and line drawings for the best results.
3. The page size of a newspaper is fairly large and small ads can look minuscule.
4. Your ad has to compete with other ads for the readers' attention.
5. You are not assured that every person who gets the paper will read your ad. They may not read the section you advertised in, or they may simply have skipped the page because there was not any interesting news on it.

Buying Newspaper Advertising Space

Newspaper space is purchased in "Column-inches" (columns wide X inches tall). The ad usually must be camera ready, and the deadline is usually two days prior to publication at noon. Here are some other things to remember:

1. Newspaper circulation drops on Saturdays and increases on Sundays, which is the day it is read most thoroughly.
2. Position is important, so specify in what section you want your ad to appear.

3. Request an outside position for ads that have coupons. That makes them easier to cut out.
4. If the newspaper is delivered twice daily (morning/evening), it often offers "combination rates" or discounts for advertising in both papers. You usually can reach more readers, so this kind of advertising may be something to consider.
5. Before you advertise, have in mind a definite plan for what it is you want to sell.
6. Create short, descriptive copy for your ad. Include prices if applicable. Consider using a copywriter or ask your newspaper for free copy assistance.
7. Face your products toward the inside of the ad. If the product you want to use faces the right, change the copy layout to the left.
8. Be sure to include your company name, logo, address, and telephone number in the ad.
9. Do not try to crowd everything you can in the layout space. If the newspaper helps you with the layout, be sure to request a proof of the final version so you can approve it or make changes before it is printed. Always make sure you are satisfied with what your advertising says and how it looks before it goes to print.

B. Yellow Pages and Telephone Directories

By the time most people look through telephone directories, they are already interested in your product or service. All that remains is to ensure that your listing is easily found and more noticeable than that of your competitor. The charges for extra features are added to your monthly phone bill. Telephone directories are usually published once a year. Some offer the services of their art department at no charge to create display ads.

C. Direct Mail

Direct mail can be very useful to pass information to prospective clients. An advantage of direct mail is that the recipient must "do something with it", whether that means reading it, posting it, or in the worst case, crumpling it up and throwing it away. The trick is finding a way to send your mailers to a receptive market, rather than haphazardly mailing them everywhere. One way to do this is to compile a list of regular customers. Another option is to purchase the use of a mailing list database. These can be generated to your specifications.

There are three basic costs involved in direct mail: the cost of preparing the literature, the postage, and (if desired) the mailing list.

Literature:

A 8 1/2 by 11 sheet of paper, folded to letter size, can be more than sufficient to inform potential clients of your message. These can be photocopied at a cost of a few cents a piece, or sent out to a printing company. Printers can offer options such as color printing, glossy paper, multi-page brochures, and on up.

Postage:

Bulk rate postage is available by "buying" a direct mail companies' bulk rate mail number. The standard cost is around $.167, regardless of order size and mailing distance, however, there is usually a minimum order of around 200 pieces.

II. Outdoor Advertising

Outdoor advertising, such as billboards, is effective because the public is exposed to your message continuously. It is especially suited to building and maintaining company image, as well as providing directions to your business.

The public exposure to billboard is determined by traffic counts. A #50 showing would mean 50% of the local population would be exposed to it every day. It is not recommended that a showing of less than #25 be used in order to deliver adequate reach of the market.

Outdoor advertising contracts can offer a significant amount of flexibility. Posterboards may be rotated to different locations every 60 days in order to reach a new audience. The cost for this service, however, would be higher than a contract where rotation is not offered.

III. Broadcast Advertising

Broadcast advertising is most useful as part of a marketing mix because it is so pervasive. Every household owns at least one TV and radio, and most have several. Further, people tend to listen to the radio or watch television when they are relaxed, when advertising is most effective. Finally, broadcast advertising offers ways to reach both a wide market or to hit only a specific target audience.

A. Radio

Radio advertising is effective because it is generally not very expensive to use, but will nonetheless reach a large population. Because of the nature of radio programming, audiences tend to be very specific and very loyal. It is therefore easier to target a market for your promotions through the radio than with most other forms of advertising.

Advantages:

1. Inexpensive way of reaching people.
2. Negotiable rates for commercials.
3. The ability to easily change and update scripts.
4. Radio is a personal advertising medium. Station personalities have a good rapport with their listeners. If a radio personality announces your commercial, it is almost an implied endorsement.
5. Radio is a way to support your printed advertising which makes your message twice as effective.

Disadvantages:

1. You cannot review a radio commercial. Once it plays, it is gone. If you did not catch the message, you cannot go back and hear it again.
2. Since there are a lot of radio stations, the total listening audience for any one station is just a piece of a much larger whole. You have to buy time on several radio stations to reach the market you are after.
3. People do not listen to the radio all of the time, only certain times of the day so it is important to know when your customers or prospects are listening.
4. One of the most popular times to reach people is during *Drive Times* (6AM-10AM & 3PM-7PM); that is when most people are listening to the radio. Unfortunately, radio stations know that this is a favorite time to advertise, so commercial costs are much higher during this time.
5. Radio is not a detailed medium and is a poor place for prices and telephone numbers.

B. Television

Television is often the most expensive form of advertising per showing to purchase, but it offers undeniably excellent results. The costs are determined by the time slot in which the ad is to be placed. As with all other forms of advertising, the larger the audience, the higher the price. Television spots may be purchased from local TV stations or cable companies that will place your ads on national cable channels.

Advantages:

1. Television reaches very large audiences.
2. Advertising on television can give a product or service instant validity and prominence.
3. You can easily reach audiences you have targeted by advertising on TV.
4. TV offers the greatest possibility for creative advertising.

5. Since there are fewer television than radio stations in a given area, each TV audience is divided into much larger segments, which enables you to reach a larger, yet, more diverse audience.

Disadvantages:

1. It is more expensive to advertise on television; a 30 second spot may cost thousands of dollars.
2. Like radio, the message comes and goes...and that is it. The viewer does not see your commercial again unless you buy more placements; this can turn out to be very costly.

Additional Information

There are many other forms of advertising that can be used that have not been covered here. For example, never underestimate the effectiveness of word of mouth advertising from a satisfied customer. Press releases sent to the media may be picked up and thereby give you free exposure to the market. Sponsoring charitable organizations, or helping to organize a community event can also create invaluable goodwill and publicity. Remember, the object of successful advertising is to catch a potential customer's attention.

Advertising is an art and a science, and this article could not possibly have said all there is to know about advertising. It would be wise to at least consider professional help if your business needs your time more than it needs your money. Advertising is a time consuming and tedious business. For 15% to 40% of your advertising budget, an agency will professionally determine your need, plan a marketing campaign, and carry it through. On the other hand, if properly planned, an amateur job can give as good results as a professional one. For best results, it is recommended that further reading be done in the subject. The following is a list of book written with the small business person or first time advisor in mind.

Bellavance, Diane. Advertising and Public Relations for a Small Business. DBA Books, Alliston, MA: 1982.

Slutsky, Jeff. Streetfighting: Low Cost Advertising and Promotion Strategies. Englewood Cliffs, NJ: Prentice Hall, 1984.

Dean, Sandra. How to Advertise: A Handbook for Small Business. Wilmington, DE: Enterprise Pub., 1980.

Anthony, Michael. Handbook of Small Business Advertising. Reading, MA: Addison-Wesley Pub. Co., 1981.

Brannen, William H. Advertising and Sales Promotion: cost-effective Techniques for Your Small Business. Englewood Cliffs, NJ: Pentice-Hall, 1983.

G. Production Or Service Processes Plan

Definition of production or service processes: Providing consistent quality on a regular basis; maintaining highest quality and lowest cost; and managing inventory.

Addresses:

1. How often services or products are needed or used.
2. Where or how services or products are now obtained.
3. How much time it will take to produce or provide services.
4. How products or services will be provided.
5. Equipment.
- Training.
- Safety.
- Maintenance.
6. Supplies and materials.
- What are needed?
- Where are they available?
- How much do they cost?
7. Where will it be produced?
- Production facilities.
- Service facilitates.
- Storage facilities.
8. Costs of production.
9. Schedule/deadlines.
10. Quality control.
- Standards.
- System for maintaining consistent quality.
11. Training and supervision of production/service crew.
12. Distribution of Products or Services.
- Transportation
- Mailing
- Packaging

H. The Management Plan

Definition of management: The process of planning, organizing, leading, and controlling a business to achieve its goals.

The management plan must take into account business evolution and growth, and should include:

- Description of the management team including the backgrounds and relevant experience of the individuals playing key roles.
- Organizational chart presenting the relationships and division of responsibilities, and how authority will be divided and delegated. This must be consistent with the rest of the business plan.
- Human resource management policies and strategies including how employees will be selected, trained, rewarded (benefits and incentives) and the timeline for hiring and training.
- Milestones that can be clearly defined and measured.

Levels of Management
- General.
- Personnel.
- Financial manager.
- Production/service manager and crew.
- Advertising/public relations manager.
- Sales/distribution manager and crew.

Management Tasks
1. Planning for the future.
2. Organizing business and its workers.
3. Leading employees to do their best job.
4. Controlling human and economic resources.

Management Covers
1. Production and services.
2. Marketing.
3. Customers.
4. Accounting and finance.

Management Schedules/Time Lines/Deadlines
1. Daily operation.
2. Production or services.
3. Human resource management.
4. Financial management.

H.1. Human Resource Management

Performance Achievement is a Combination of Competence and Commitment

Competence is a function of knowledge and skills which can be gained from education, training, and/or experience.

- Competence can be developed with appropriate direction and support.

Commitment is a combination of confidence and motivation.

- Confidence is a measure of an individual's self-assuredness; a feeling of being able to do a task well without much supervision.
- Motivation is an individual's interest in and enthusiasm for doing a task well.

Hiring employees.

1. Develop job descriptions.
2. Determine wages people are willing to work for.
3. Identify additional payroll costs.
4. Develop or select job application forms.
5. Advertise jobs.
6. Interview employees.

Supervising employees.

1. Entrepreneurs often find it difficult to find employees who are willing to work as hard as they do.
2. Entrepreneurs must realize that there is no direct relationship between the amount of work and success.
   - It is not necessarily true that the more work you put in, the more successful you will be.
   - Don't strive to work harder, work smarter.
3. Employees need to be trained so entrepreneurs can delegate responsibility.
4. Goals start employees in the right direction and allow an entrepreneur to analyze an individual's competence and commitment.

5. An effective organizational model is one where the entrepreneur works for employees.

- Employees are responsible for achieving agreed upon goals.
- The entrepreneur is responsive to their needs and provides them with the resources and working conditions they need to achieve goals.
- Entrepreneurs help employees achieve goals.

6. Successful job performance is a combination of competence and commitment.

- Competence is a function of knowledge and skills which can be gained from education, training, and/or experience.
- Commitment is a combination of confidence and motivation.
- Confidence is a measure of an individual's self-assuredness; a feeling of being able to do a task well without much supervision.
- Motivation is an individual's interest in and enthusiasm for doing a task well.

Four Basic Leadership Styles for Managers

1. Directing

Entrepreneur provides specific instructions and closely supervises task accomplishment.

2. Coaching

Entrepreneur continues to direct and closely supervises task accomplishment, but also explains decisions, solicits suggestions, and supports progress.

3. Supporting

Entrepreneur facilitates and supports employees' efforts toward task accomplishment and shares responsibility for decision making with them.

4. Delegating

Entrepreneur turns responsibility for decision making and problem solving over to employees.

Blanchard, K. & Lorber, R. (1984). Putting the One Minute Manager to Work. New York: Berkley Books.

One Minute Manager ABCs of Management

Five Steps to Training an Employee to be a Good Performer

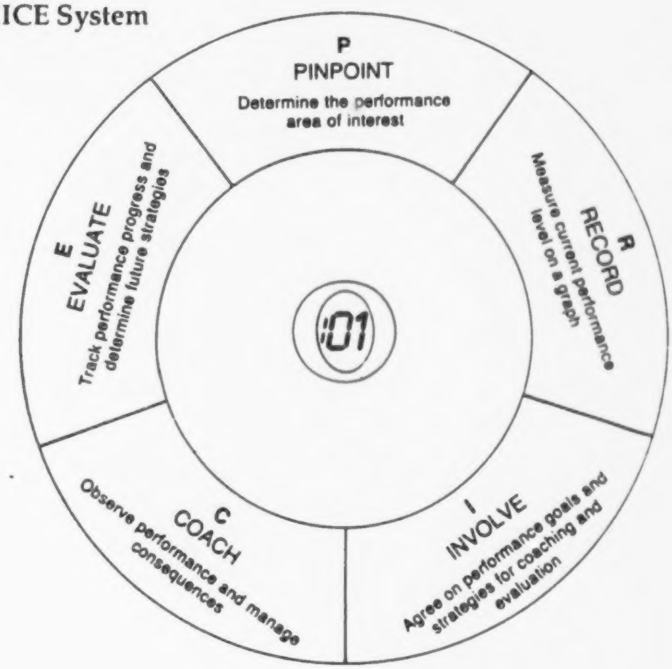
1. Tell (what to do).
2. Show (what to do).

then

3. Let the person try.
4. Observe performance.
5. Praise progress or redirect.

The PRICE System

Pinpoint
Record
Involve
Coach
Evaluate


P
PINPOINT
Determine the performance area of interest
R
RECORD
Measure current performance level on a graph
I
INVOLVE
Agree on performance goals and strategies for coaching and evaluation
C
COACH
Observe performance and manage consequences
E
EVALUATE
Track performance progress and determine future strategies
:01

Blanchard, K. & Lorber, R. (1984). Putting the One Minute Manager to Work. New York: Berkley Books.

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I. Financial Plan

Definition of a financial plan: Money-related activities including record keeping, raising money, banking, paying taxes, managing investments, management reports, invoicing, and determining profit.

Business loans.
- Capital available.
- Bank loans.
- SBA loans.

Start-up costs.
- Inventory.
- Equipment.
- Advertising.
- Other expenses.

Setting Prices, Profit Margins
- Definition of profit—the amount of money left after a business has made a sale and paid all expenses.
- Price/profit.
- Costs.
- Expected profit.
- Estimated price of service or product based on cost and expected profit.
- Analysis of how that price compares to competitors.

Utilities, Rent, Insurance, Licenses, Taxes

Equipment and Other Assets

Financial Records, Business Reports and Forms
- Purchase order forms: used when ordering supplies.
- Receiving logs: used to document when and how supplies are delivered.
- Invoice forms: received from supply vendors or sent to customers.
- Inventory records: document how many supplies and materials are on hand; how many units of the product have been produced or are on hand.
- Cash disbursement journals: contain records of all payments including supplies, materials, labor, and travel.

- Cash receipts: contain records of all cash or checks received by business.
- Sales receipts: provide business and customer with a record of the sale; keep track of how many sales have been made, the amount received, and the salesperson.

Keeping records.
- Double-entry bookkeeping.
- Journals.
- Ledgers.
- Accounting terminology.
- Use of computer.

Wages, benefits, responsibilities.

Financing the enterprise.
- Sources of financing.
- Equity capital.
- Debt capital.
- Fixed costs.
- Variable costs.
- Break-even analysis.
- Cash flow.
- Financial statements.
- Projected income statements.

I.1. Financial Terms and Concepts

Income Statements

- Summarize profit performance.
- The bottom line is profit.
- Reflects depreciation, expenses incurred, and earnings of revenues.

1. Revenues.
2. Cost of goods or services.
3. Expenses.
4. Resulting pretax profit or loss.
5. After-tax profit or loss.

Cash Flow Statements

- Reflect cash actually flowing into and out of business.
- Bottom line is net cash position—not profit.
- Cash position directly reflects company's viability.
- Cash flow statements predict when cash short falls will occur and to what extent.

1. Actual receipt of cash from sales as well as from all other sources.
2. Actual payment of expenses.
3. Cost of acquisition of equipment.
4. Cost of payment of dividends.

Balance Sheets

- Reflect the company's financial strengths and weaknesses at a particular point of time.
- Summarizes assets (what it owns), liabilities (what it owes), and net worth (the difference between assets and liabilities).

1. Should be projected for the first three (3) to five (5) years.
2. Opening balance sheet is simple as it reflects the amount of capital to be raised for start-up; how capital is to be spent (assets required), and how it will be raised (sources of debt and equity).

Assets

- Current assets are cash, inventory, and accounts receivable.
- Fixed assets are the plant, equipment, etc.
- Intangible assets are licenses, etc.

Liabilities

- Current liabilities are due within one year.
- Long term liabilities are due after one year.

Lenders

- Funding sources that focus on the three Cs of credit: character, cash flow, collateral, and (equity) contribution.
- Lenders look for the ability of a company to repay its debt.
- Lenders receive steady payments of principal and interest—they do not prosper in direct proportion to a company's success.

Investors

- Investors are often venture capitalists who place more importance on the entrepreneur's character than lenders do.

Venture Capitalists

- Usually looking for:

1. Rates of return of 25 to 50 percent or more compounded annually.
2. Investments that will become liquid within a relatively short period of time.

- Venture funds have a defined lifetime of between 8 and 13 years.
- Liquidity is very important because at the end of the venture capital's defined lifetime, the fund must be split up and returned to investors.

J. Business Law

Protecting the enterprise.

1. Patents, copyrights, etc.
2. Risk management.
3. Trade secrets.
4. Federal, state, and local laws.

- Tax.
- Labor.
- Business name registration.
- Employer identification number.
- Legal structure (sole proprietorship, partnership, corporation).

5. Theft.
6. Regulations, permits, licenses.

- Zoning.
- Health/safety.

7. Contracts.

☑

RESTAURANT

☐ Food License

You are required to have a food license if you prepare and sell food to the public. Prior to starting your restaurant establishment, you should contact your local health department or the Pennsylvania Department of Environmental Resources regarding licensing procedures. *Consult your telephone directory listed under state government for the nearest Pennsylvania Department of Environmental Resources Regional Office.*

☐ Fictitious Name Registration

Any sole proprietor, partnership, or corporation that conducts business identified by a fictitious business name must register this name with the Pennsylvania Department of State. A fictitious name is any assumed name, style or designation other than the proper name of the entity using such name. Registration is also required when the name contains words such as company or associates which indicate that unidentified persons are conducting the business. For partnerships, the last name of all partners must be listed or the fictitious name rule applies and the business must register with the Pennsylvania Department of State. *For information on the fictitious name registration, contact the Pennsylvania Department of State, Corporation Bureau, 308 North Office Building, Post Office Box 8722, Harrisburg, PA 17105-8722. Telephone: (717) 787-1057.*

☐ Bakery License and Frozen Desserts License

Contact the Pennsylvania Department of Agriculture if you intend to make bakery products and/or use a machine to manufacture/dispense frozen desserts (soft ice cream, frozen yogurt, and milk shakes, etc.) at your place of business. *For details and application information, contact the Pennsylvania Department of Agriculture, Bureau of Food Safety and Laboratory Services, 2301 North Cameron Street, Harrisburg, PA 17110. Telephone: (717) 787-4315.*

☐ Pennsylvania State Sales Tax License

A sales tax license is required for the taxable sale of food. *Application for a sales tax license is available from the Pennsylvania Department of Revenue, Regional or District Office, listed in the state government section of your telephone directory.*

☐ Cigarette Dealers License

Restaurant

A cigarette dealers license is required if you intend to sell cigarettes. *Application for a cigarette dealers license is available from the Pennsylvania Department of Revenue, Cigarette Tax, Department 280901, Harrisburg, Pennsylvania 17128. Telephone: (717) 787-5393.*

☐ Registration to Sell Drugs, Devices and Cosmetics (Health and Beauty Aids)

The sale of analgesics and antacids (such as Tylenol and Rolaids) is required to be registered under the provisions of the Controlled Substance, Drug, Device and Cosmetic Act. *Information and application for registration are available from the Pennsylvania Department of Health, Drug Registration, Post Office Box 90, Harrisburg, Pennsylvania 18108. Telephone: (717) 787-4779.*

This information is to provide you with guidance and should not be interpreted as all inclusive. This information is subject to change at anytime due to changes in regulations and applicable law. Consult the source for accuracy and application information. Small Business Development Centers (SBDCs) and Service Corps of Retired Executives (SCORE) Chapters offer small business counseling services throughout Pennsylvania. Refer to the *Pennsylvania Small Business Operations and Resources Guide* for additional data on the SBDCs and SCORE Chapters in Pennsylvania and for general information on starting a business in Pennsylvania.

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GAS STATION

☐ Underground Storage Tanks

If you have questions regarding underground storage tank regulations, contact the Pennsylvania Departmen of Environmental Resources Regional Office listed in the state government section of the telephone director or call (800) 42-TANKS (in-state) or (717) 772-5599 (out-of-state).

Also, the small manhole cover on the opening to the underground storage tank should be appropriatel identified as to the grade or type of product with a color or symbol coding.

For information on product identification and the color/symbol coding, contact the Pennsylvania Departmen of Agriculture, Bureau of Ride and Measurement Standards, 2301 North Cameron Street, Harrisburg, Pennsylvania 17110-9408. Telephone: (717) 787-2291 or your County Courthouse to request th telephone number of the County Sealer of Weights and Measures.

☐ Gasoline Pumps

When a new operator purchases a gas station, the County Sealer of Weights and Measures should be notifie to recertify the gasoline pumps. All gasoline pumps should have security seals on their accuracy adjustin mechanism located inside the housing of the gasoline pump. *Contact your County Courthouse to reques the telephone number of the County Sealer of Weights and Measures.*

☐ Sale of Diesel Fuel or Liquid Propane

A fuel dealer users license is required for the sale of diesel fuel or liquid propane for on-road vehicle (vehicles using highways). *For detailed information, contact the Pennsylvania Department of Revenue Bureau of Motor Fuel Taxes, Department 280646, Harrisburg, PA 17128. Telephone: (717) 783-9372*

☐ State Inspection Station and Certified Mechanic

To become an official state inspection station and/or certified mechanic at a state inspection station, contac the Pennsylvania Department of Transportation, Vehicle Control Division, Post Office Box 68697 Harrisburg, PA 17106-8697. Telephone: (717) 787-2895.

☐ Gasoline containing Alcohol

If gasoline contains alcohol, this requires a notification sign on the side of the gasoline pump, indicatin it contains "alcohol" in at least one-quarter inch (1/4") high letters.

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☐ Roadside Pole or Placard Sign

GAS Station

When advertising gasoline prices per gallon, any roadside price pole or placard sign should accurately reflect the price on the gasoline pumps and should indicate whether it is a cash or credit price.

For information on the above two items, contact the Pennsylvania Department of Agriculture, Bureau of Ride and Measurement Standards, 2301 North Cameron Street, Harrisburg, PA 17110-9408. Telephone: (717) 787-2291.

☐ Pennsylvania State Sales Tax License

A sales tax license will be required for taxable sales. *Application for a sales tax license is available from the Pennsylvania Department of Revenue Regional or District Office, listed in the state government section of your telephone directory.*

IN CONNECTION WITH YOUR GAS STATION OPERATION, YOU MAY NEED TO CONSIDER THE FOLLOWING:

☐ Cigarette Dealers License

A cigarette dealers license is required if you intend to sell cigarettes. *Application for a cigarette dealers license is available from the Pennsylvania Department of Revenue, Cigarette Tax, Department 280901, Harrisburg, Pennsylvania 17128. Telephone: (717) 787-5393.*

☐ Registration to Sell Drugs, Devices and Cosmetics (Health and Beauty Aids)

The sale of analgesics, antacids, and adhesive bandages (such as Tylenol, Rolaids, and Band-Aids) is required to be registered under the provisions of the Controlled Substance, Drug, Device and Cosmetic Act. *Information and application for registration are available from the Pennsylvania Department of Health, Drug Registration, Post Office Box 90, Harrisburg, Pennsylvania 18108. Telephone: (717) 787-4779.*

This information is to provide you with guidance and should not be interpreted as all inclusive. This information is subject to change at anytime due to changes in regulations and applicable law. Consult the source for accuracy and application information. Small Business Development Centers (SBDCs) and Service Corps of Retired Executives (SCORE) Chapters offer small business counseling services throughout Pennsylvania. Refer to the *Pennsylvania Small Business Operations and Resources Guide* for additional data on the SBDCs and SCORE Chapters in Pennsylvania and for general information on starting a business in Pennsylvania.

Bureau of Small Business and Appalachian Development

July/1993

SMALL CONVENIENCE OR GROCERY STORE

☐ Pennsylvania State Sales Tax

A sales tax license will be required if taxable sales are going to be made. For an application form and information on taxable sales, contact the Pennsylvania Department of Revenue, Regional or District Office, listed in the state government section of the telephone directory.

☐ Cigarette License Tax

A cigarette tax license is required if you intend to sell cigarettes. Application information is available from the Pennsylvania Department of Revenue, Cigarette Tax, Department 280901, Harrisburg, Pennsylvania 17128. Telephone: (717) 787-5393.

☐ License to Sell Drugs, Devices and Cosmetics

The sale of items such as fluoride toothpaste, anti-perspirant deodorants, bandaids, diet-aids, and laxatives are required to be registered under the provisions of the Controlled Substance, Drug, Device and Cosmetics Act. For more information, contact the Pennsylvania Department of Health, Drug Registration, Post Office Box 90, Harrisburg, Pennsylvania 18108. Telephone: (717) 787-4779.

☐ Food License

You are required to have a food license if you prepare and sell food to the public. You should contact your local health department or the Pennsylvania Department of Environmental Resources, Regional Office regarding licensing procedures. Consult your telephone directory listed under state government for the nearest Pennsylvania Department of Environmental Resources.

☐ Bakery and Frozen Desserts Licensing

Contact the Pennsylvania Department of Agriculture, Bureau of Foods and Chemistry if you have questions regarding regulations about baking or the use of a frozen dessert machine (i.e. soft ice cream and/or yogurt machine) on the premises. Telephone: (717) 787-4843

Convenience or Grocery Store

☐ Retail Scales

A County Sealer must be notified of installation or replacement of retail scales utilized in selling a product. The scales should be positioned so the customer can observe the weighing. Contact your County Courthouse to request the telephone number of the County Sealer.

☐ Food Stamps

Contact your nearest U.S. Department of Agriculture for application information and regulations if you plan to accept food stamps. The three U.S. Department of Agriculture, Food and Nutrition Service locations in Pennsylvania:

Harrisburg

Federal Building
Room 420
228 Walnut Street
Post Office Box 420
Harrisburg, PA 17108
(717) 782-2210

Pittsburgh

Convention Towers Building
Suite 640
960 Penn Avenue
Pittsburgh, PA 15222
(412) 644-2868

Philadelphia

U.S. Customs House
Room 600
Second and Chestnut Streets
Philadelphia, PA 19106
(215) 597-4303

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CRAFT SHOP

☐ Bedding and Upholstery Registration

Any individual manufacturing quilts, bedding and/or decorative pillows, or any product being used for sitting and sleeping may be subject to the Bedding and Upholstery Law.

☐ Stuffed Toy Registration

Persons making stuffed toys intended to be used by children for play are subject to the Stuffed Toy Law.

For information on the Bedding and Upholstery and the Stuffed Toy registrations, contact the Pennsylvania Department of Labor and Industry, Bureau of Occupational and Industrial Safety, Bedding and Upholstery Section, 1539 Labor and Industry Building, Harrisburg, PA 17120. Telephone: (717) 787-6848.

☐ Fictitious Name Registration

Any sole proprietor, partnership, or corporation that conducts business identified by a fictitious business name must register this name with the Pennsylvania Department of State. A fictitious name is any assumed name, style or designation other than the proper name of the entity using such name. Registration is also required when the name contains words such as company or associates which indicate that unidentified persons are conducting the business. For partnerships, the last name of all partners must be listed or the fictitious name rule applies and the business must register with the Pennsylvania Department of State. *For information on the fictitious name registration, contact the Pennsylvania Department of State, Corporation Bureau, 308 North Office Building, Post Office Box 8722, Harrisburg, PA 17105-8722. Telephone: (717) 787-1057.*

☐ Pennsylvania State Sales Tax License

For the sale of crafts and similar goods, a sales tax license is required. *Application for a sales tax license is available from the Pennsylvania Department of Revenue, Regional or District Office, listed in the state government section of your telephone directory.*

This information is to provide you with guidance and should not be interpreted as all inclusive. This information is subject to change at anytime due to changes in regulations and applicable law. Consult the source for accuracy and application information. Small Business Development Centers (SBDCs) and Service Corps of Retired Executives (SCORE) Chapters offer small business counseling services throughout Pennsylvania. Refer to the *Pennsylvania Small Business Operations and Resources Guide* for additional data on the SBDCs and SCORE Chapters in Pennsylvania and for general information on starting a business in Pennsylvania.

Lifelong Learning
Overview

A. Views on Lifelong Learning

B. Knowledge Spans

C. Study Skills

D. Memory Skills

E. Educational Trends

F. Postsecondary Education and Training Opportunities

A. Views on Lifelong Learning

- In 1991, $300 billion annual productivity loss due to an undereducated work force.

- More than half of all jobs created by the year 2005 will require some formal training beyond high school.

- Half of all existing jobs will be eliminated during the next 20 years and will be replaced with new jobs that require education and the ability to adapt to a changing work environment.

- Fast growing jobs will require much higher math, language, and reasoning skills.

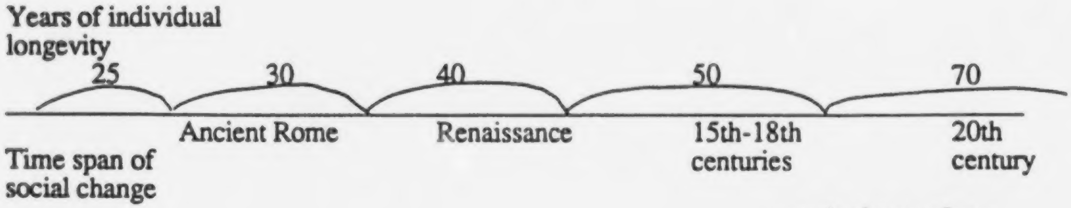
Education plays an important role in determining lifetime earnings:

- High school graduates make an average of $133,560 more in their working lives that those who don't graduate.

- Workers who need and receive training to get their jobs earn more annually than those who do not.

B. Knowledge Spans

Relationship of Time Span of Social Change to Individual Life Span


Years of individual longevity
25
30
40
50
70
Time span of social change
Ancient Rome
Renaissance
15th-18th centuries
20th century

massive inputs of new knowledge, technological innovation, vocational displacement, population mobility, and changes in political & economic systems

Philosopher Alfred North Whitehead noted that:

When the time span of major cultural events was greater than the life span of individuals, what people learned in their youth remained valid and useful for the rest of their lives.

Now, for the first time in history, the cultural time span is considerably shorter that the life span of individuals—lifelong learning is a necessity as learning in youth quickly becomes obsolete.

C. Study Skills

Ask yourself what you want to accomplish.

When you are studying or brushing-up your skills, establish a set of goals you want to achieve. Depending on your situation, some examples of goals may include passing the GED tests, graduating from a college or technical school, or improving your basic skills for employment opportunities. The main idea is to have something to work towards. Establishing a goal, or goals, will help motivate and inspire you when you are expanding your educational horizons. What are your goals?

Know why each subject you study is important to your future.

Whether you are studying math, science, English, or social studies for the GED tests or are taking college-level courses such as college writing, philosophy, or public speaking, you need to understand how each course will benefit you in the workplace and in your personal life.

For example, let's look at the importance of math skills. Here is a list of ways math can help you in many aspects of life.

Developing solid math skills can help you with:

- **Improving** your employment opportunities. Aside from careers that obviously require math skills (cashier, bank teller, accountant, engineer, etc.), math skills may also be needed on the job for calculating your mileage/daily expenses if you are required to travel, submitting purchase orders, or following a budget which was established by your supervisor.
- **Balancing** your weekly and monthly budget and your checkbook or preparing your income tax.
- **Obtaining** the basic knowledge needed to handle the financial responsibilities of operating your own business or managing a franchise.

When you make an effort to realize how important each subject will be to your future, you will be more determined to study and reach your goals. Even if you do not like a particular subject, get into the habit of reminding yourself why you need to be familiar with each subject of study. (You never know what the future holds in store and what skills you will need to be successful.)

Prepare a schedule.

Purchase or make a daily planner/appointment calendar. Design a daily schedule that will help you meet all of your goals. In your schedule book, set aside definite times for studying, work, family duties, personal activities, and relaxing. Your schedule may look something like this:

Monday, November 1, 1993

(7:00 a.m. to 8:00 a.m.)
Review math assignments: percentages and fractions.

(9:00 a.m. to 5:00 p.m.) Work

(6:00 p.m. to 8:30 p.m.)
Attend GED brush-up course at local library.

(9:00 p.m.) Spend time with the family.

Tuesday, November 2, 1993

(7:00 a.m. to 8:00 a.m.)
Review math assignment on mixed fractions and write outline for essay assignment.

(9:00 a.m. to 5:00 p.m.) Work

(5:30 p.m. to 7:30 p.m.)
Relax and spend time with the family.

(7:30 p.m. to 9:30 p.m.) Household chores

(9:30 p.m. to 10:30 p.m.)
Start preparing a rough draft of essay.

Wednesday, November 3, 1993

(7:00 a.m. to 8:30 a.m.)
Meet GED study group at coffee shop.

(9:00 a.m. to 5:00 p.m.) Work

(6:00 p.m. to 8:30 p.m.) Attend GED class.

(9:00 p.m. to 11:00 p.m.) Go bowling.

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Be realistic. Know when you have scheduled too much and when you can push yourself to do better. Experiment until you find a schedule that works for your situation. Once you find something that works, follow it on a daily basis. (As you are going through this process, always keep your mind set on your goals and priorities.)

Avoid Interruptions.

Find a place that is quiet and will provide you with the opportunity to concentrate on your work. Some people prefer to study at home; some like to go to the library. Be creative. To avoid unneeded interruptions, let your family or friends know that this quiet time is important to you.

Take one step at a time.

When you are studying a subject, make an effort to understand the main ideas, supporting ideas, and examples and how they relate to each other. For example, perhaps you were studying effective methods of conducting a job search to obtain employment. The main idea or subject would be, of course, Conducting a Job Search to Obtain Employment. A supporting idea or topic would be Preparing a Resume. Subtopics for Preparing a Resume could include Skills Assessment, Chronological Resumes, and Functional Resumes.

By going from the main idea (general) to subtopics and examples (specific details), you can move in an organized and logical manner and connect related information together. Use this outline format when you study and take one step at a time. You will have a better understanding of the material, and you will not become overwhelmed.

Don't try to study everything at once.

Instead of spending all night studying a subject before the test, try reviewing material as it is assigned to you. When you get home from class, take a little time that day to review the material and reinforce what you have learned. At the end of the week, scan what you have learned. (The longer you wait after receiving information, the more you forget.) By taking this approach, you will be able to retain more information, and you won't have to jam three-weeks' worth of lessons in your head the night before a test. All you will need to do is refresh your memory.

Learn to listen and participate.

When you are attending a class, you should make an effort to be an active member of the class. This means knowing when to listen to the instructor (taking notes and eliminating distractions) and when to participate (asking/answering questions and adding your view points). Interest and success increase when you are an involved participant.

Know when you need assistance.

Some subjects are more difficult than others and require a little more effort. If you are having difficultly, do not be embarrassed to ask the instructor or class members for assistance or to seek the help of a tutor. Another approach that is effective is organizing a study group of students who are interested in working together to learn material and to support each other. Never be afraid to ask for assistance.

Be good to yourself.

In addition to having a routine and exercising your brain, you also need to exercise your body, eat healthy meals, and get enough sleep. Don't underestimate the importance of staying physically fit while working towards mental fitness. Your body and your mind need to work together if you want to improve your study skills. ☐

Enhancing Your Memory Skills

"Very often our memories are like a bride's apparel—something old, something new, something borrowed, and from time to time, something blue."

Developing solid memory skills can positively enhance many aspects of your life. Whether it is in the workplace, in school, or at home, improving your memory skills can be extremely beneficial.

Maybe there have been times when you were attending a job interview and had forgotten the name of the person you had just met ten minutes ago, or you were in the middle of a test and your mind went blank. Does this sound familiar? Most individuals have found themselves in similar situations on many occasions.

So, how can you improve your memory skills? The first step to take is to realize that everyone has the ability to drastically improve their memory skills. (Many people falsely believe one has to be born with this special talent.) All you have to do is make a conscious effort to improve this skill. Remember, good memory skills must be practiced; they don't just happen automatically.

Let's look at what factors enhance or improve the storage and retrieval of information (remembering and accessing memories/data):

1. **Motivation** - You have to be motivated to remember something. Understand the importance of the information you are learning. If you don't see the value of remembering something, chances are this information will not be remembered. You will have an easier time remembering information if you have a motivation for remembering it (job-related, personal interest, financial savings, etc.).

2. **Practice** - Remembering information takes practice. Individuals who have a good memory work hard at improving this skill and have memory techniques that they utilize everyday. Try using games such as Scrabble, Trivial Pursuit, or crossword puzzles to help exercise your memory skills.

3. **Confidence** - Often self-doubt creates anxiety, and this anxiety can cause forgetfulness. Keep a positive attitude. There is a direct connection between a positive attitude about yourself and learning/remembering. Convince yourself that you are capable of improving this skill.

4. **Distractions** - Too many distractions can affect your memory. Few people can truly learn and remember with distractions occurring during these processes. Before you attempt to commit information to memory, limit your distractions.

5. **Focusing** - Focusing helps you attend to details in the learning process. Recalling details will help you to remember information. This process can involve writing information and discussing it with others; associating new information with old information; and forming mental pictures.

Methods for Improving Your Memory

One of the main goals in improving your memory is to transfer information from your short-term memory (working memory–limited amount of storage space) to your long-term memory (recalling memory–permanent storage). Methods that can assist with this transfer to long-term memory include:

> **Drill and Practice** - This involves repetition (rote maintenance rehearsals) which is very important to processing information from your short-term memory to your long-term memory. Everyone needs to conduct drills and practices when tackling new learning assignments or new groups of information. (What works best for you...quizzes, talking out loud, writing, etc?)

Continued on page 6

Continued from page 5

- **Relate to the Known** - This involves using detailed rehearsals that relate information you already know to the new information that you are trying to learn and remember. For example, the same organizational methods you use to prepare a written assignment (report, term paper, or essay) are the same methods you would use to prepare a speech. Both written assignments and speeches should include an introduction, body, and conclusion. If you have written paragraphs in the past and can transfer these skills, you are on your way to learning effective public-speaking skills. You use what you know from one area, find similarities, and expand upon your knowledge.

- **Form Associations** - This involves utilizing tricks or learning tools. Perhaps you have used this method in the past. For example, imagine that you are taking a science course in college and need to remember the components of soil. Here is a humorous association for you to use–All Hairy Men Will Buy Razors. The first letter in each word represents a component in the soil.

All–Air
Hairy--Humus
Men–Mineral Salts
Will--Water
Buy–Bacteria
Razors–Rock Particles

Use this information and the practice examples as a starting point for improving your memory skills. For more information on this subject, contact you local library, ADVANCE, or the Western Pennsylvania Adult Literacy Resource Center. ❑

Source: Source: Psychology, Fifth Edition, Spencer A. Rathus

Proven Fact: Relearning is a measure of retention. Material is usually relearned more quickly than it is learned initially!

More About Your Memory...

By understanding the actual process of storing and retrieving information, you can begin to improve upon your ability to commit information to memory.

The Types of Memory

- **Episodic Memory** - This involves remembering information by associating it with an episode (event or happening) in your life. Examples range from remembering what you ate for breakfast to where you where when you were in an automobile accident.
- **Semantic Memory** - This is general knowledge that you remember from practicing. Examples include knowing who the first President of the United States was or knowing the birth date of our country.
- **Procedural Memory** - This is specific knowledge about how to complete certain tasks. Procedural memory is also known as skill memory. Examples include remembering how to swim, ride a bike, or even type.

Stages of Processing Information

- **Encoding** - This process involves modifying (adapting information in a form that is easy for you to remember) information so that it can be placed in your memory. Senses such as visual images or sounds can register (store) information. For example, the sound of a crowd may remind some people of the first baseball game they attended and the many happenings that occurred that day.
- **Storage** - This is the second process of memory and involves maintaining (remembering) information over a period of time. To store information, you need to rehearse or mentally repeat the information by "saying it over and over again in your mind."
- **Retrieval** - This final stage involves locating information in your memory and transferring this information to your conscious mind. There are two basic types of retrieval: immediate retrieval (i.e., remembering your name) and complex retrieval (i.e., combination of the encoding and storage processes). ❑

Educational Trends and Statistics

Did You Know That...?

Today, more adults than ever have acquired a post-high school degree (25%; up from 21% in 1984).

Source: U.S. Census Bureau

Why Are People Attending College?

The two most important reasons noted by incoming students for deciding to go to college were to get a better job and to make more money, according to "The American Freshmen: National Norms for Fall 1992."

The Community College Advantage

An article by Nancy Fitzgerald in the January/February 1994 issue of **Careers & Colleges** magazine reports that enrollment at community colleges has increased in the last five years by 23 percent, with over half of all first-time college students in the United States signing up for community college courses. Students have found they can study the basics and then transfer to a four-year school to complete their studies for a bachelor's degree, usually at a substantial savings in tuition, housing, and transportation expenses. Other advantages included smaller class sizes and associate degree programs not offered at universities.

Employment Averages for Graduates

The Bureau of Labor Statistics found that as of October 1992, only 36 percent of individuals who did not complete high school were employed within a year. The unemployment rate for all individuals who have not completed high school, those not working and actively looking for a job, was 39 percent.

In contrast, 63 percent of high school graduates not enrolled in college were employed within a year of graduation, and 19 percent—nearly half the rate for individuals not completing high school training—were unemployed.

Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, Summer 1994.

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Company Training Increases

A report by **Training** magazine states that U.S. businesses spent a record 50.6 billion (for approximately 4.7 million workers) on formal employee training in 1994. This was a five percent increase from 1993. The survey targeted 2,000 companies with 100 or more employees. Also, the survey indicated that the most popular areas of training at the present time are management and computer skills, followed by communications, supervisory skills, and technical skills. ✍

[illegible]

Employer Sponsored Training

The number of U.S. workers receiving formal training from their employers surged this year to a record 47 million. The 15 percent increase, up from 41 million last year, is the biggest yearly increase ever measured. ☐

Source: Training

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Some Views on Lifelong Learning

- "In a world that is constantly changing, there is no one subject or set of subjects that will serve for the foreseeable future, let alone for the rest of your life. The most important skill to acquire now is learning how to learn."

  John Naisbitt

- "If you look at the new economy, it's an economy of ceaseless change. Jobs are created. Jobs are destroyed. Companies are created. Companies are destroyed...The bottom is dropping out of our economy for people who lack the education and skills to participate. In this new economy, lifelong learning is not just a nice thing. It's a necessity."

  William A. Galston, Deputy Assistant for Domestic Policy; Education Week, June 22, 1994

- Recently, Labor Secretary Robert Reich was asked what workers in the United States should do to prosper in the uncertain economic future. His response was – "Get skills."

- "The world is moving so fast these days that the man who says it can't be done is generally interrupted by someone doing it."

  Harry Emerson Fosdick, Clergyman

Passage Oct 94

Are You Considering College?

Here Is What Employers Value...

The ability to accept responsibility, honesty, and integrity is always an important indicator of job performance, say employers who hire new college graduates. In a survey of more than 600 businesses, industries, and governmental organizations, employers of new college graduates were asked to rate 65 factors by level of importance.

Among the factors rated:

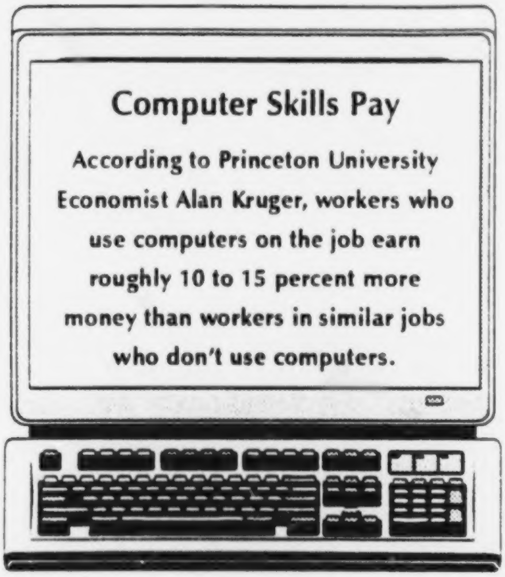
- "Almost always important as a job performance indicator" were sincerity, eagerness, decision-making skills, critical thinking, initiative, professional attitude, and oral communication and verbal skills.
- "Sometimes important" factors included leadership in extracurricular activities, numerical and mathematical aptitudes, research and investigative skills, and quality of college or university attended.
- "Seldom important" indicators were athletic team achievements, laboratory experiment reports, intramural sports participation, and samples of long research papers.

Source: Occupational Outlook Quarterly, Summer 1994 ✍

Passages Nov. 1994

Technology in the Workplace
Overview

- Technology can be a tool.
- Technology can provide a system.
- The ability to use technology involves skills in the workings of machines, knowledge of processes, and critical thinking skills for application.
- Technological advancements require lifelong learning.
- Continuing technology-related changes in the workplace require workers to have the skills necessary to train, retrain, and adapt.
- The ability to use and be trained to use technology is a critical employment skill.
- Technology has not simplified work, rather it has eliminated many low-level jobs.
- Technology has also increased the skill levels for many other jobs.



Computer Skills Pay

According to Princeton University Economist Alan Kruger, workers who use computers on the job earn roughly 10 to 15 percent more money than workers in similar jobs who don't use computers.

Using Computer Software To Format Your Resume

Computer word-processing software can offer you a variety of design tools/options which can make your resume stand out from the rest of the pack. However, at the same time, this wide variety of unique tools and design choices can also clutter your resume and work against you. The best approach is to know the purpose of each design tool and to use (or not use) these tools to create an organized and neat document.

Most, if not all, popular word-processing software programs offer very similar design options which can change the size, look, placement, and readability of words, sentences, paragraphs, and titles. (Refer to the resume example on page seven to better understand each design tool.) *Here are some of the most common design tools and tips on how to use each:*

Bolding - Bolding is used to darken text. It gives text the look of authority and draws the attention of the reader. Bolding is commonly used for titles, headings, subheadings, and important words and phrases. Use this tool wisely. A page with too much bolding will be hard to read and will not let key elements stand apart from the rest of the text.

Italicizing - Italicizing, which tilts the text slightly to the right, is also used for added emphasis of words and sentences. It is often used for captions, titles, and important words or phrases. As with bolding, italicizing should be used sparingly to let certain important segments receive attention.

Underlining and Double Underlining - As a standard feature on typewriters, underlining and double underlining were used to help emphasize lines of text and titles. However, with the wide usage and availability of computers, bolding and italicizing are more commonly used. If possible, because of readability, use bolding and italicizing instead of underlining. In addition, if you use underlining, use it only when needed.

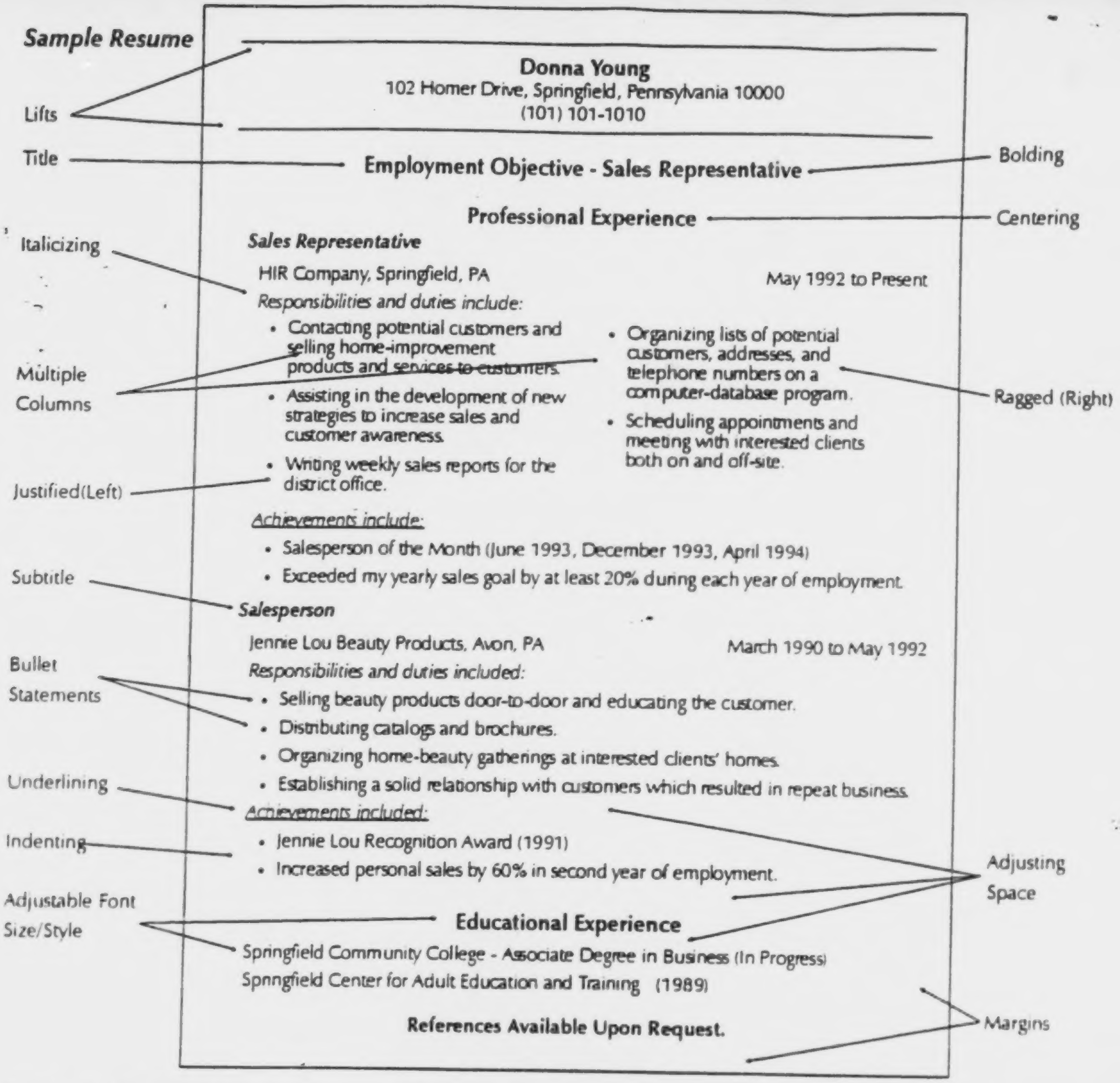
Adjustable Font Size - Most current word-processing packages and printers enable the user to change the size of the text and the style (typeface). This creates a great deal of flexibility for the user. Keep in mind that the text size should relate to the message and to the format/style of document that is being created. For example, a resume would not use the same text sizes as a magazine advertisement. As a general rule, avoid using more that two different sizes/typefaces on a page (e.g., all paragraph text should be one size/style, all titles should be one size/style, etc.).

Adjusting Space - This tool is helpful for fitting and customizing information on a page. Spacing can be changed between words, lines, paragraphs, and titles. Used wisely, this can create a document that is easier to read and less crowded. Make sure that your resume has breathing space (white space), or nothing on the page will catch the eye of the interviewer.

Margins - A Margin is the space that borders the outside of a page. This can be easily adjusted in all word-processing programs. A margin of one inch is common for most resumes. In addition, do not reduce the margin space below one-half of an inch if you are in need of fitting more text onto a single page. Remember, white space makes the document more reader friendly.

Bssage Feb 1995

Sample Resume


Lifts
Title
Bolding
Centering
Italicizing
Multiple Columns
Ragged (Right)
Justified(Left)
Subtitle
Bullet Statements
Underlining
Indenting
Adjusting Space
Adjustable Font Size/Style
Margins

Donna Young
102 Homer Drive, Springfield, Pennsylvania 10000
(101) 101-1010

Employment Objective - Sales Representative

Professional Experience

Sales Representative

HIR Company, Springfield, PA — May 1992 to Present

Responsibilities and duties include:

- Contacting potential customers and selling home-improvement products and services to customers.
- Assisting in the development of new strategies to increase sales and customer awareness.
- Writing weekly sales reports for the district office.
- Organizing lists of potential customers, addresses, and telephone numbers on a computer-database program.
- Scheduling appointments and meeting with interested clients both on and off-site.

Achievements include:

- Salesperson of the Month (June 1993, December 1993, April 1994)
- Exceeded my yearly sales goal by at least 20% during each year of employment.

Salesperson

Jennie Lou Beauty Products, Avon, PA — March 1990 to May 1992

Responsibilities and duties included:

- Selling beauty products door-to-door and educating the customer.
- Distributing catalogs and brochures.
- Organizing home-beauty gatherings at interested clients' homes.
- Establishing a solid relationship with customers which resulted in repeat business.

Achievements included:

- Jennie Lou Recognition Award (1991)
- Increased personal sales by 60% in second year of employment.

Educational Experience

Springfield Community College - Associate Degree in Business (In Progress)
Springfield Center for Adult Education and Training (1989)

References Available Upon Request.

Continued from page six

Right and Left Justified - Text on a page can be programmed to be even (flush) with the left-hand column, right-hand column, or both. Flush left (aligned) and ragged right (not aligned) are the most common and readable choices for the layout of paragraphs of text. Paragraphs which are flush right or have both sides aligned are more difficult to read.

Bullet Statements - This tool, or symbol, helps users organize lists of important information. It is used when a collection of information is of equal importance and needs to be highlighted outside of the normal paragraph format.

Centering - To help important lines of text stand out, centering is used for placing one or two lines of a title in the center portion of a page. Avoid centering blocks of text, titles, or subtitles that are three or more lines in length. This arrangement can become difficult to read and has no place in a resume format.

Indenting - This tool creates space and separation by aligning certain blocks of text and moving them inward. Indents call attention to paragraphs, quotations, and organized lists.

Multiple columns - The page you are reading consists of three columns. More and more word-processing packages allow the user to create from one to at

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Continued from page seven

least four columns on a page. This can be useful for designing newsletters, brochures, and charts. However, resumes usually consist of only one column with the occasional inclusion of two or three columns for listing text or bullet statements.

Rules - Rules are lines that run vertically and separate columns of text. Rules are not commonly used in the layout of a resume.

Text Boxes - Text boxes are used to isolate information and are often used in newsletters, newspapers, and magazine advertisements. Also, text boxes are not commonly used in the layout of a resume.

Lifts/Pull-Quotes - Lifts/pull-quotes are horizontal rules that are used to draw attention to a block of text in a title or paragraph. Different than rules, lifts/pull-quotes can be used very sparingly in a resume.

Graphics - Some word-processing packages enable the operator to combine text and graphics on the same page. Unfortunately, graphics have no place in a standard resume.

Useful Resources

Here are some publications that can help you better understand how to write and design a resume. (Be sure to pay close attention to any sample resumes that are given in these publications; they contain a great deal of valuable examples that you can use for ideas when designing your own resume.)

Job Search Guide, Strategies for Professionals, U.S. Department of Labor, Employment and Training Administration

The No Pain Resume Workbook, Hiyaguha Cohen, Business One Irwin

How To Write Better Resumes, Adele Lewis, Barron's Educational Series, Inc.

The Perfect Resume, Tom Jackson, Doubleday

Ready, Aim, Hired: Developing Your Brand Name Resume, Allan Carson, Business One Irwin

Looking Good In Print, Roger C. Parker, Ventana Press (Although this book does not cover the topic of resume writing, it is a great resource for learning the basics of layout and design.) ✍

Additional Resources

Service Corps of Retired Executives. Central Pennsylvania Chapter #618. *Starting a New Business in the Centre Region of Pennsylvania.*

Buchnell Small Business Development Center, Buchnell University, Lewisburg, PA 17837.

- Advertising Pros and Cons.
- Selecting the Legal Structure For Your Business.

Pennsylvania Small Business Operations and Resources Guide. Commonwealth of PA.

Pennsylvania's Corporation Laws: A Guide to Compliance. Commonwealth of PA.

U.S. Small Business Administration. *Management and Planning Series.*

- Introduction to Strategic Planning (MP-21) by Michael L. Policastro.
- Planning and Goal Setting for Small Business (MP-6)
- How To Write a Business Plan (MO-32).

U.S. Small Business Administration. *Emerging Business Series.*

- Strategic Planning for the Growing Business (EB-6) by Scott R. Safranski and Ik-Whan Kwon.
- Marketing Strategies for the Growing Business (EB-2) by Frederick H. Rice.

U.S. Small Business Administration. *Marketing Series.*

- Marketing for Small Business (MT-2).

U.S. Small Business Administration. *Ideas/Inventions Series.*

- Avoiding Patent, Trademark, and Copyright Problems by Thomas Field.

U.S. Small Business Administration. Employees: How to Find and Pay Them.

Bureau of Small Business	717-783-5700

Pennsylvania Department of Labor and Industry

Building Occupancy Permit	717-787-3806
Unemployment Compensation	
Tax	717-787-2097
Claims	717-787-3547
Worker's Compensation	717-783-5421 or 800-482-2383 (in PA)
Job Centers	717-787-9874

Pennsylvania Department of Revenue

Sales Tax Questions (Taxability of an Item)	717-787-6229
Sales Tax Questions (On a Sales Tax Account)	717-783-8839
Sales Tax Licensing	717-783-8839
1% Philadelphia Sales and Use Tax	717-787-0144
Employer Withholding Tax	717-783-1488
Employer Registration	717-783-8839
Employer Tax Account (Questions)	717-787-1586
Corporation Taxes (Rate & Base Changes)	717-783-6035
Cigarette Tax	717-783-9374
Malt Beverage Tax	717-783-9354
Small Games of Chance	717-787-8275
Use Tax (Aircraft, Watercraft, Motor Vehicle, Miscellaneous)	717-783-8839
Public Transportation Assistance Fund Tax & Fees	717-787-2104
Personal Income Tax	717-787-8210
Specific Legal Questions on Tax Changes	717-787-1382

Pennsylvania Department of State

Corporation Bureau	717-787-1057
Charitable Organization Registration	717-783-1720 or 800-732-0999 (in PA)
Fictitious Name Search Office	717-787-1057
Bureau of Professional and Occupational Affairs	717-787-8503
Licensing Boards (General Information)	717-787-8503

For Specific Licensing Offices, refer to Page 26.

Immigration and Naturalization Service (INS)	800-755-0777

Internal Revenue Service (IRS)

Employer Identification Number Information	800-829-1040

U.S. Small Business Administration

Harrisburg	717-782-3840
Philadelphia	610-962-3800
Pittsburgh	412-644-2780
Wilkes-Barre	717-826-6497
Washington, D.C. (Answer Desk)	800-827-5722

U.S. Small Business Administration (SBA)

The SBA offers an extensive selection of information on most business management topics, from how to start a business to exporting your products.

This information is listed in *The Small Business Directory*. For a free copy write to: SBA Publications, P.O. Box 1000, Fort Worth, TX 76119.

SBA has offices throughout the country. Consult the U.S. Government section in your telephone directory for the office nearest you. SBA offers a number of programs and services, including training and educational programs, counseling services, financial programs and contract assistance. Ask about

- **Service Corps of Retired Executives (SCORE),** a national organization sponsored by SBA of over 13,000 volunteer business executives who provide free counseling, workshops and seminars to prospective and existing small business people.
- **Small Business Development Centers (SBDCs),** sponsored by the SBA in partnership with state and local governments, the educational community and the private sector. They provide assistance, counseling and training to prospective and existing business people.
- **Small Business Institutes (SBIs),** organized through SBA on more than 500 college campuses nationwide. The institutes provide counseling by students and faculty to small business clients.

For more information about SBA business development programs and services call the SBA Small Business Answer Desk at **1-800-U-ASK-SBA (827-5722).**

Other U.S. Government Resources

Many publications on business management and other related topics are available from the Government Printing Office (GPO). GPO bookstores are located in 24 major cities and are listed in the Yellow Pages under the "bookstore" heading. You can request a *Subject Bibliography* by writing to **Government Printing Office,** Superintendent of Documents, Washington, DC 20402-9328.

Many federal agencies offer publications of interest to small businesses. There is a nominal fee for some, but most are free. Below is a selected list of government agencies that provide publications and other services targeted to small businesses. To get their publications, contact the regional offices listed in the telephone directory or write to the addresses below:

Consumer Information Center (CIC)
P.O. Box 100
Pueblo, CO 81002
The CIC offers a consumer information catalog of federal publications.

Consumer Product Safety Commission (CPSC)
Publications Request
Washington, DC 20207
The CPSC offers guidelines for product safety requirements.

U.S. Department of Agriculture (USDA)
12th Street and Independence Avenue, SW
Washington, DC 20250
The USDA offers publications on selling to the USDA. Publications and programs on entrepreneurship are also available through county extension offices nationwide.

U.S. Department of Commerce (DOC)
Office of Business Liaison
14th Street and Constitution Avenue, NW
Room 5898C
Washington, DC 20230
DOC's Business Assistance Center provides listings of business opportunities available in the federal government. This service also will refer businesses to different programs and services in the DOC and other federal agencies.

U.S. Department of Health and Human Services (HHS)
Public Health Service
Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane
Rockville, MD 20857
Drug Free Workplace Helpline: **1-800-843-4971**. Provides information on Employee Assistance Programs.
National Institute for Drug Abuse Hotline: **1-800-662-4357**. Provides information on preventing substance abuse in the workplace.
The National Clearinghouse for Alcohol and Drug Information: **1-800-729-6686** toll-free. Provides pamphlets and resource materials on substance abuse.

U.S. Department of Labor (DOL)
Employment Standards Administration
200 Constitution Avenue, NW
Washington, DC 20210
The DOL offers publications on compliance with labor laws.

U.S. Department of Treasury
Internal Revenue Service (IRS)
P.O. Box 25866
Richmond, VA 23260
1-800-424-3676
The IRS offers information on tax requirements for small businesses.

U.S. Environmental Protection Agency (EPA)
Small Business Ombudsman
401 M Street, SW (A-149C)
Washington, DC 20460
1-800-368-5888 except DC and VA
703-557-1938 in DC and VA
The EPA offers more than 100 publications designed to help small businesses understand how they can comply with EPA regulations.

U.S. Food and Drug Administration (FDA)
FDA Center for Food Safety and Applied Nutrition
200 Charles Street, SW
Washington, DC 20402
The FDA offers information on packaging and labeling requirements for food and food-related products.

For More Information

A librarian can help you locate the specific information you need in reference books. Most libraries have a variety of directories, indexes and encyclopedias that cover many business topics. They also have other resources, such as

- **Trade association information**
  Ask the librarian to show you a directory of trade associations. Associations provide a valuable network of resources to their members through publications and services such as newsletters, conferences and seminars.
- **Books**
  Many guidebooks, textbooks and manuals on small business are published annually. To find the names of books not in your local library check *Books In Print*, a directory of books currently available from publishers.
- **Magazine and newspaper articles**
  Business and professional magazines provide information that is more current than that found in books and textbooks. There are a number of indexes to help you find specific articles in periodicals.

In addition to books and magazines, many libraries offer free workshops, lend skill-building tapes and have catalogues and brochures describing continuing education opportunities.

PENNSYLVANIA SMALL BUSINESS OPERATIONS AND RESOURCES GUIDE

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF COMMERCE
THOMAS B. HAGEN, SECRETARY

Revised 1995

ISBN 0-08182-0142-8

PLANNING AND STARTING A SMALL BUSINESS

PART I:

Part I features advice on planning and starting a small business. It outlines the basics of what needs to be considered and accomplished to get your new enterprise started.

Pennsylvania regulations and requirements, including procedures for doing business with Commonwealth agencies, are included in this section. In addition, you will find a digest of Pennsylvania tax and labor laws as well as permit and licensing information.

County and local government agencies should also be contacted for permits, zoning regulations, and legal requirements for your particular business. Consult the blue pages of your local telephone directory for a government list of phone numbers for your area.

INTRODUCTION

You have a great idea for your own small business; it may be a new product or service, or a better way to deliver an existing product or service. But a good idea is just the beginning. What's the next step?

The *Pennsylvania Small Business Operations and Resources Guide* gives you the information you need to start a small business. The book is divided into two sections that will provide the basic fundamentals for small businesses.

PART I PLANNING AND STARTING A SMALL BUSINESS
PART II RESOURCES DIRECTORY

With the *Pennsylvania Small Business Operations and Resources Guide*, the next step toward small business success is as easy as turning the next page.

Special acknowledgement must go to Gannon University Small Business Development Center for use of the "Start Up Guide for Entrepreneurs." Also, acknowledgement is extended to the U.S. Small Business Administration for use of Management Aids: Selecting the Legal Structure for your Firm (6.004), Checklist for Going Into Business (2.016) and Thinking About Going Into Business (2.025).

A special thanks to the many Commonwealth agencies who took their time to contribute to the *Guide*.

A sincere thanks should be made to the staff of the Bureau of Small Business and Appalachian Development, without whose diligence this publication would not have been possible.

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A START UP GUIDE FOR ENTREPRENEURS

ONE YEAR BEFORE START UP

Choose the right business for you:

1. Start to use notebook and clip articles
2. List businesses that appeal to you
3. Weigh choices against your experience
4. Weight impact on personal and family goals

Test your assumptions:

1. Visit businesses that interest you
2. Check out trade publications
3. Involve your librarian
4. Discuss idea with family and friends
5. Get basic SBA literature

Improve your business management skills:

1. Take SCORE/SBDC pre-business workshop
2. Check out local business programs

SIX MONTHS BEFORE START UP

Determine what business you will be in:

1. Know what products/services you will offer
2. List strongest competitors
3. Visit businesses similar to yours–in and out of your competitive range
4. Start writing your business plan

Decide who your customers should be:

1. Interview prospective customers/target market
2. Determine your competition's target market
3. Talk with trade sources and advisors

Know your industry thoroughly:

1. Conduct research at library
2. Contact trade associations
3. Involve SBDC counselors
4. Maintain a notebook

Find best locations for your business:

1. Get demographic information from planning commission, SBDC, library
2. Talk with realtors, bankers and Chamber of Commerce
3. Research trade association's site suggestions
4. Check locations for fit with image, clientele

FOUR MONTHS BEFORE START UP

Decide best location for business:

1. Weigh costs–direct and indirect
2. Review lease with lawyer before signing

Establish business contacts:

1. Join Chamber of Commerce
2. Join trade organizations

Expand your own information base:

1. Take business skills courses
2. Make appointments with professional advisors

Choose proper business form:

1. Consult lawyer and accountant
2. Determine office equipment needs

THREE MONTHS BEFORE START UP

Establish rough financial objectives:

1. Get industry statistics
2. Ask banker and accountant for parameters

Establish pricing strategies:

1. Check current market
2. Figure your probable costs
3. Look for ways to increase perceived value
4. Check with trade sources

Prepare marketing plan:

1. Maintain competitor files
2. Review non-financial objectives
3. Review sales forecast
4. Determine image, PR, other promotion plans

Establish a rational sales forecast:

1. Research trade information
2. Check with SBDC counselors

Establish personnel plan:

1. Prepare list of jobs
2. Research salary levels

A START UP GUIDE FOR ENTREPRENEURS

THREE MONTHS BEFORE START-UP

(Continued)

Determine capital needs:

1. Consult with SBDC accountant
2. Prepare cash flow statement
3. Review cashflow

Prepare income statements and balance sheets

Prepare personal financial statement

Select your business' name:

1. Make list of possible names
2. Have list reviewed by outside advisors
3. Choose name
4. File fictitious name registration

TWO MONTHS BEFORE START UP

Establish banking relationship to secure financing:

1. Set up appointment with banker
2. Review business plan and financial information with banker

Prepare for opening:

1. Open bank accounts
2. Make arrangements for accepting credit cards
3. Meet with insurance agent to secure coverage
4. Get ID numbers (EIN, sales tax)
5. Set up bookkeeping system
6. Take IRS seminar
7. Order opening inventory
8. Establish advertising and promotion plans
9. Schedule leasehold improvements

ONE MONTH BEFORE START UP

Make sure all systems are working:

1. Fine-tune financial statements
2. Set up office, display, sales areas
3. Make final legal and licensing check
4. Check all utilities, improvements, etc.

Get ready for opening:

1. Send announcements
2. Implement plans for promotion

Prepared by:

GANNON UNIVERSITY
SMALL BUSINESS
DEVELOPMENT
CENTER

BUSINESS STRUCTURES

Once you decide to establish a business, your first consideration will be the type of business organization to use. Legal and tax considerations will help to determine your final choice, as well as personal needs and the needs of your particular business. There are three principal kinds of business structures: sole proprietorship, the partnership, and the corporation.

Sole Proprietorship

Most small businesses operate as sole proprietorships. This is the simplest form of organization with the greatest freedom from regulation and paperwork. To establish a sole proprietorship, you need only obtain whatever licenses you need to begin operations. Some advantages of the sole proprietorship are less paperwork, a minimum of legal restrictions, owner receiving all of the profits, and ease in discontinuing the business. Some disadvantages are unlimited personal liability for all the debts of the business, limited ability to raise capital, and termination of the business upon the owner's death.

NOTE: A small business owner might very well select the sole proprietorship to begin. Later, if the owner succeeds and feels the need, he or she can form a partnership or corporation.

Partnership

A partnership is similar to a sole proprietorship except that two or more people are involved. Some advantages are that it is easy to establish, it can draw upon the financial and managerial strength of all the partners, and the profits are not directly taxed. Some disadvantages are unlimited personal liability for the firm's debts, termination of the business with death of a partner, and the fact that any one of the partners can commit the firm to obligations.

The partnership is formed by an agreement entered into by each partner. This agreement may be informal, but it is advisable to have a written agreement drawn up between all parties.

Corporation

A corporation is the most complex form of business organization. It is costlier and more difficult to create because of the paperwork required. Business activities are restricted to those listed in the corporate charter. However, most corporations list a general purpose clause.

Advantages of a corporation are that liability is limited to the amount owners have paid for their share of stock, and the corporation's continuity is unaffected by death or transfer of shares by any of the owners.

Some disadvantages are extensive record keeping, close regulation, and double taxation -- taxes on profits and taxes on dividends paid to owners.

BUSINESS STRUCTURES

To form a corporation in Pennsylvania, you must file Articles of Incorporation with the Department of State (form DSCB:15-1306). Foreign (out-of-state) corporations must submit an application for a Certificate of Authority to conduct business in Pennsylvania (form DSCB:15-4124). This must be submitted to the Department of State before any business may be transacted in Pennsylvania.

Subchapter S Corporation

You should be aware, also, of the possibility of selecting the subchapter S status (IRC 1371-1379). The purpose of the subchapter S is to permit a "small business corporation" to have its income taxed to the shareholders as if the corporation were a partnership. An objective of selecting a subchapter S classification is to overcome double taxation -- the taxing of corporate income and stockholder dividends. Another purpose is to permit the shareholders to have the benefit of offsetting business losses incurred by the corporation against the income of the shareholders.

Among the conditions for subchapter S election are that the corporation have ten or fewer shareholders (individuals or estates) and that a specific portion of the corporation's receipts be derived from active business rather than enumerated passive investments. No limit is placed on the size of the corporation's income and assets.

BUSINESS NAME REGISTRATION

Fictitious Name

Any sole proprietorship, partnership, or corporation that conducts a business identified by a fictitious business name must register this name with the Department of State. A fictitious name is any assumed or fictitious name, style or designation other than the proper name of the entity using such name. The term includes the name of any association, general partnership, business trust, syndicate, joint adventureship or similar combination of groups of persons.

The real or true name of a person, standing alone or coupled with words that describe the business, is not a fictitious business name and need not be registered. For example, "Jones Radio Repair" would not be a fictitious name because it includes the last name of the owner. However, "Bill's Radio Repair" is considered to be a fictitious business name because the owner's last name is not listed.

The inclusion of words, such as Company, & Company, & Sons, & Associates, and the like suggests additional owners and makes the name an assumed or fictitious business name because the addition of "Company," even to the last name of the individual, suggest additional owners. For partnerships, the last name of all partners must be listed or the fictitious name rule applies. For example, "Moore, Johnson, & Smith" includes all three partners' names, and therefore, is not considered to be a fictitious business name. If all the partners' names are not included, then the business name must be registered with the Department of State.

To register an individual assumed or fictitious business name, you must file form DSCB:54-311 with the Corporation Bureau in the Department of State. Before or after registering a fictitious name, you will be required to place an advertisement in newspapers of general circulation in the county in which your business will be located and one in a legal paper in that same county.

Contact: **Fictitious Name Search**
Corporation Bureau
308 North Office Building
Harrisburg, PA 17120
717-787-1057

Employer Identification Number (EIN)

Every employer subject to employment taxes is required to have an employer identification number (EIN) to identify his or her business with the Internal Revenue Service and the Social Security Administration. Some businesses are required to have an identification number for use on returns, statements, and other documents, even though they do not have any employees.

To apply for an EIN, you must obtain form SS-4 from the Internal Revenue Service. Filing this form will result in receiving all other federal tax forms and instructions required of a new business. Your EIN will also be used as your Pennsylvania employer identification number.

Contact: **Internal Revenue Service**
Philadelphia, PA 19255
800-829-1040

An authorized individual of a company can obtain an employer identification number by calling a Tele-Tin operator. The operator will ask for the pertinent information and will assign a number immediately. It is advisable, however, to fill out the form prior to making the telephone call. The operator will instruct you to mail or fax the SS-4 form to the appropriate address for processing. When sending in your SS-4 form, "DP-334" should be placed at the bottom right corner of the envelope.

Contact: **IRS Tele-Tin Operator**
215-574-2400

FEDERAL LAWS AND REGULATIONS

Federal laws and regulations vary considerably with the legal form or nature of your business. As a new small business, contact your local Small Business Administration (SBA) office. They can give you specific information for all federal rules and regulations. Local Chambers of Commerce may also be helpful. **Consult the blue pages of your local telephone directory for the SBA and Chamber of Commerce nearest you.**

Following is a listing of federal laws and agencies which may regulate your business:

Americans With Disabilities Act (ADA) - Business owners should be aware of the ADA requirements to accommodate employees with disabilities and to make their facilities accessible to individuals with disabilities. This act also prohibits discrimination against employment of the disabled.

Fair Labor Standards Act - Federal child labor law regulations are contained in this act which might affect your business.

Fair Employment Laws - There are anti-discrimination laws regarding race, color, religion, sex and national origin that might affect your business. In addition, the federal government regulates the Equal Pay Act for women and anti-discrimination regarding age and certain federal contracts.

Federal Insurance Contributions Act (FICA) - Social Security or FICA taxes are paid by both the employee and the employer to insure income for retired persons.

Federal Trade Commission (FTC) - FTC has specific legal requirements regarding mail-order businesses.

Federal Unemployment Tax Act (FUTA) - Employers must file FUTA tax forms (Form 940) if they have paid wages of $1,500 or more in any calendar quarter or had one or more employees in any 20 calendar weeks.

Immigration Laws and Regulations - The immigration laws may contain regulations regarding hiring of employees.

Internal Revenue Service (IRS) - Business owners need to contact the IRS for an employer's identification number and a "Going Into Business Tax Kit" (Publication 454).

Occupational Safety and Health Administration (OSHA) - OSHA is responsible for regulating job safety on work premises for employees. Work site health related issues are also their concern.

Wage and Hour Laws and Regulations - Business owners need to be aware of federal wage and hour regulations that may affect their business and employee types.

WORKERS' COMPENSATION LAW

Workers' compensation provides benefits for employees in Pennsylvania who are injured or contract a disease caused or worsened by work. All employers in the Commonwealth, with few exceptions, are subject to the provisions of the Workers' Compensation Act. The Act protects employers from liability for work-related injuries and disease to employees. In Pennsylvania, workers' compensation insurance is required if a person, company or corporation has any full or part-time employees. This includes employed family members, one-person corporations, and corporate officers.

Pennsylvania's Workers' Compensation Laws are administered by the Department of Labor and Industry's Bureau of Workers' Compensation. The Bureau's Hotline provides services for persons seeking workers' compensation information. The toll-free number is accessible from anywhere in Pennsylvania between 8:00 a.m. and 5:00 p.m. If calling at times other than these business hours, leave a recorded message and a counselor will contact you on the next workday.

In Harrisburg: 717-783-5421 or Hotline: 800-482-2383

OCCUPATIONAL AND INDUSTRIAL SAFETY

The Pennsylvania Department of Labor and Industry, Bureau of Occupational and Industrial Safety administers a variety of laws related to the safety of the public and employees. These responsibilities include enforcing the provisions of the Fire and Panic Act, Physically Handicapped Act, Bedding and Upholstery Law, Stuffed Toy Law, and Private Employment Agency Law to name a few. The Bureau accomplishes enforcement through field inspections, issuance of licenses/certificates and responding to complaints for possible violations.

Contact: Bureau of Occupational and Industrial Safety
1529 Labor and Industry Building
Harrisburg, PA 17120
717-787-3323

PENNSYLVANIA UNEMPLOYMENT COMPENSATION LAW

The Department of Labor and Industry is responsible for administering the Pennsylvania Unemployment Compensation (UC) Law which requires employers to pay contributions into a pooled reserve known as the Unemployment Compensation Fund. This fund pays benefits to employees who become unemployed through involuntary causes. The amount of contributions an employer owes is determined by multiplying an assigned contribution rate, determined yearly, to the wages paid to employees. If you employ one or more persons, you may be liable for the state unemployment compensation tax and must register with the Bureau of Employer Tax Operations. A statewide network of Field Accounting Service offices provides services to the employer community regarding UC contribution matters.

BUREAU OF EMPLOYER TAX OPERATIONS
FIELD ACCOUNTING SERVICE OFFICES

Allentown (Lehigh, Northampton)	610-821-6559
Altoona (Bedford, Blair, Huntingdon)	814-946-6991
Ambridge (Beaver, Lawrence)	412-266-6448
Bradford (Forest, McKean, Warren)	814-362-6992
Butler (Armstrong, Butler)	412-284-8170
Carlisle (Cumberland)	717-249-8211
Chambersburg (Franklin, Fulton)	717-264-7192
Chester (Delaware)	610-447-3290
Clearfield (Cameron, Clearfield, Elk, Jefferson)	814-765-0572
Doylestown (Bucks)	215-345-7104
Erie (Crawford, Erie)	814-871-4381
Greensburg (Westmoreland)	412-832-5275
Harrisburg (Dauphin, Juniata, Lebanon, Mifflin, Perry)	717-787-1700
Johnstown (Cambria, Indiana, Somerset)	814-533-2371
Lancaster (Lancaster)	717-299-7606
Malvern (Chester)	610-436-1073
Norristown (East Montgomery)	610-270-1316
Norristown (West Montgomery)	610-270-3450
Oil City (Clarion, Mercer, Venango)	814-676-5788
Philadelphia (Information) (Philadelphia)	215-560-1828
Pittsburgh (Information) (Allegheny)	412-488-2312
Reading (Berks)	610-378-4395
St. College (Centre)	814-863-1828
Scranton (Bradford, Lackawanna, Susquehanna, Wayne, Wyoming)	717-963-4686
Stroudsburg (Monroe, Pike)	717-424-3039
Sunbury (Montour, Northumberland, Snyder, Union)	717-988-5542
Uniontown (Fayette)	412-439-7230
Washington (Greene, Washington)	412-223-4530
Wilkes-Barre (Carbon, Columbia, Luzerne, Schuylkill, Sullivan)	717-826-2426
Williamsport (Clinton, Wyoming, Potter, Tioga)	717-327-3525
York (Adams, York)	717-771-1300

STATE TAX REQUIREMENTS

Various taxes are imposed upon individuals, employers, businesses, and certain products. The taxes for which any business enterprise is liable depend on the type and structure of that business. Private tax practitioners and financial advisors are independent sources of information regarding taxes. Significant changes to the tax laws were introduced in 1991. These changes may affect you as a taxpayer. Direct your questions on tax topics to the appropriate division or bureau of the Department of Revenue.

Please refer to the blue pages in your local telephone directory for the Department of Revenue Regional and District Office nearest you.

General Tax Information - Department of Revenue	**717-787-8201**

Sales Tax
Bureau of Business Trust Fund Tax

1% Local Sales & Use Tax for Philadelphia	Sales Tax Division	717-787-7905
Sales & Use Tax	Sales Tax Division	717-787-6229
Public Transportation Assistance Fund Taxes and Fees	Sales Tax Division	717-787-2104
Cigarette License and Tax	Registration Division	717-783-9374

Corporation Tax
Bureau of Corporation Taxes

Rate and Base Changes	Taxing Division	717-783-6035
Prepayment Requirements	Accounting Division	717-787-1808
Capital Stock/Franchise Tax	Taxing Division	717-783-6035
Corporate Loans Tax	Taxing Division	717-783-6035

Personal Income Tax
Bureau of Individual Taxes

Rate Base and Changes	Inquiry Section	717-787-8210
Withholding Requirements	Taxpayer Services	717-787-8201

Transportation Tax
Bureau of Motor Fuels Taxes

Motor Carriers Road Tax	717-787-5355
Gasoline Tax (Liquid Fuel)	717-783-9370
Diesel Fuel Tax (Fuel Use)	717-783-9372
Oil Franchise Tax	717-783-9367

STATE TAX REQUIREMENTS

Legal Considerations

Specific questions which require legal consideration by the Department of Revenue and written response should be directed to:

Pennsylvania Department of Revenue
Office of Chief Counsel
Department 281061
Harrisburg, Pennsylvania 17128-1061
717-787-1382

Tax Forms and Schedules

You may order any Pennsylvania tax form or schedule by calling the special 24-hour answering service numbers:

In Pennsylvania:
800-362-2050

Local Harrisburg Area and Outside Pennsylvania:
717-787-8094

Address written requests to:

Pennsylvania Department of Revenue
Tax Forms Service Unit
2850 Turnpike Industrial Drive
Middletown, Pennsylvania 17057-5492

NOTE: Local property, income or business privilege taxes may affect your business. Contact your county, city, borough, township or local school district for local tax information.

PENNSYLVANIA EMPLOYEE PROTECTION LAWS

Following are the abstracts of different employee protection laws that may affect your small business enterprise. The Pennsylvania Department of Labor and Industry, Bureau of Labor Standards (BLS) is responsible for enforcement of these laws and educating employers about compliance, investigations, settlements and prosecutions. Address inquiries, complaints or requests for additional information to the office of the Pennsylvania Bureau of Labor Standards which serves your county:

PENNSYLVANIA BUREAU OF LABOR STANDARDS REGIONAL OFFICES

ALTOONA	State Office Building Room 143 1101 Green Avenue Altoona, PA 16601 (814) 946-7374	Bedford, Blair, Cambria, Cameron, Clarion, Centre, Clearfield, Clinton, Elk, Fulton, Huntingdon, Indiana, Jefferson, Juniata, Mifflin, Potter, Somerset
HARRISBURG	Labor & Industry Building Room 1302A Seventh & Forester Streets Harrisburg, PA 17120 (717) 787-4671	Adams, Berks, Bradford, Columbia, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Lycoming, Montour, Northumberland, Perry, Schuylkill, Snyder, Sullivan, Tioga, Union, York
PHILADELPHIA	444 North Third Street Room 3-D Third Floor Philadelphia, PA 19123 (215) 560-1858	Bucks, Chester, Delaware, Montgomery, Philadelphia
PITTSBURGH	State Office Building Room 1201 300 Liberty Avenue Pittsburgh, PA 15222 (412) 565-5300	Allegheny, Armstrong, Beaver, Butler, Crawford, Erie, Fayette, Forest, Greene, Lawrence, McKean, Mercer, Venango, Warren, Washington, Westmoreland
SCRANTON	State Office Building Room B-2-A 100 Lackawanna Avenue Scranton, PA 18503 (717) 963-4577	Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, Susquehanna, Wayne, Wyoming

For further information on any of the following employee protection laws, contact the Bureau of Labor Standards regional office for your county.

Minimum Wage Act

The Pennsylvania Minimum Wage Act establishes a minimum wage of $4.25 per hour for full-time and part-time employees. It also establishes an overtime rate for employees of one and one half (1) times the regular rate of pay after 40 hours worked in a week. Employers may be eligible to take a credit in determining the hourly wage of employees who receive tips.

The issuance of special licenses and certificates for payment of sub-minimum wages are allowed for learners, students, and individuals who are impaired by physical or mental deficiency. Employers subject to the Minimum Wage Law must maintain an accurate record of each employee's earnings and hours worked. Establishments are required to post the Minimum Wage Act Poster and Fact Sheet.

PENNSYLVANIA EMPLOYEE PROTECTION LAWS

Wage Payment and Collection Law

The Pennsylvania Wage Payment and Collection Law requires that all wages due employees be paid on regular paydays designated in advance by the employer. Each employee must be notified at the time of hiring of the time and place of payment of wages, the rate of pay, and any fringe benefits. Statutory liquidated damages and penalties may be assessed against employers for failure to pay wages.

Seasonal Farm Labor Act

The Pennsylvania Seasonal Farm Labor Act regulates minimum wages and provides for hours of labor of seasonal farm workers in Pennsylvania. The Pennsylvania Seasonal Farm Labor Act also requires farm labor contractors to obtain certificates of registration.

The Pennsylvania Department of Environmental Resources (DER) inspects the seasonal farm labor camps. For more information, contact your DER Community Environmental Control District Office. Refer to the blue pages in your local telephone directory for your local DER office.

Industrial Homework Law

The Pennsylvania Industrial Homework Law prohibits industrial work in the home, with a limited number of exceptions. Individuals and establishments interested in engaging in industrial homework in Pennsylvania must obtain permits and certificates from the Bureau of Labor Standards.

Personnel File Act

The Pennsylvania Personnel File Act permits employees in Pennsylvania to inspect documents in their personnel files, with certain exceptions.

Medical Pay Act

The Pennsylvania Medical Pay Act requires employers to pay for the medical examination fee where such examination is a condition of employment.

Equal Pay Law

The Pennsylvania Equal Pay Law prohibits discrimination in rate of pay between employees on the basis of gender for work under equal conditions on jobs which require equal skills. Businesses are required to post the Abstract of the Equal Pay Law.

Child Labor Law

MINIMUM WAGE: Minors under 14 years of age may not be employed or permitted to work in any occupation, except children employed on farms or in domestic service in private homes. Under certain restrictions, caddies and news carriers may be employed at the age of 12, and juvenile performers in the entertainment field at the age of 7. Minors and infants may be in the cast of a motion picture if a special permit is obtained.

EMPLOYMENT CERTIFICATES: No person under the age of 18 shall be employed without a general or vacation employment certificate. The employment certificates are issued by school authorities and must be kept on file.

A transferable work permit may be issued to 16 and 17 year olds. A minor issued a transferable work permit is not required to obtain a new permit or certificate each time he/she changes employers; however, the employer is required to notify the issuing school district in writing within five days when a minor begins or terminates employment. Work permits can be obtained through your local school district.

The Abstract of the Child Labor Law must be posted by every business in Pennsylvania that employs minors. The abstract is available from the Bureau of Labor Standards Regional Offices. Employers are required to maintain true and accurate schedules for each minor employed. Additionally, employers must keep detailed records (or photocopies) of the transferable work permits at worksites where minors are employed.

For restrictions on hours of labor and conditions of employment and occupational prohibitions regarding minors, contact the BLS regional office serving your area.

NOTE: Some businesses are subject to the U. S. Department of Labor's Fair Labor Standards Act which contains child labor provisions. Accordingly, some businesses are subject to the coverage of both the federal and state governments. In these cases, the businesses must meet the requirement of the law with the stricter standard. Refer to the blue pages of your telephone directory for the contact information for the U.S. Department of Labor.

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES
By State Agency

Department of Agriculture

The Department of Agriculture encourages and promotes agriculture and related industries through numerous programs such as consumer protection, property protection, farmland preservation, and agribusiness development. The department also provides a full range of services to farmers and consumers.

Bureau of Animal Industry 717-783-5301

- Cattle Branding
- Horse Slaughtering
- Stallion - Jack License
- Garbage License
  (feeding garbage to swine)
- Poultry Technician
- Rendering Plants
- Meat Establishment
- Livestock Dealer and Broker
- Poultry Hauling

Bureau of Dog Law Enforcement 717-787-3062

- Kennel Licenses

Bureau of Farmland Protection 717-783-3167

- Sewer and Water Line Assessment Exemption

Bureau of Food Safety and Laboratory Services 717-787-4315

- Cold Storage Warehouse
- Bakery License
- Frozen Desserts
- Non-Alcoholic Drinks
- Egg Inspector License
- Eggs Unfit for Storage License
- Permit to Sell Milk and Dairy Products
- Approved Inspector

Bureau of Plant Industry 717-787-4843

- Feed
- Nursery/Greenhouse
- Nursery Dealer/Agent
- Agricultural Liming Materials
- Fertilizers
- Soil Conditioners and Plant
  Growth Substances
- Pesticide Applicators/Business/Dealers

Bureau of Ride and Measurement Standards 717-787-9089

- Inspector Certification
- Solid Fuel Weighmaster License
- Public Weighmaster License

Harness Racing Commission 717-787-5196

- Owner/Driver/Occupational Licenses
- Off-Track Betting Parlours (licensed through individual racing tracks)

Horse Racing Commission 717-787-1942

- Owner/Driver/Occupational Licenses
- Off-Track Betting Parlours (licensed through individual racing tracks)

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES

By State Agency

Department of Banking

The Department of Banking is responsible for chartering, licensing, regulating and supervising depository and lending institutions in Pennsylvania. It administers the provisions of most laws authorizing lending and deposit-taking activities.

Licensing and Consumer Compliance Bureau	717-787-3717

- Collector Repossessors
- Consumer Discount Companies
- First Mortgage Bankers
- First Mortgage Brokers
- Installment Sellers
- Money Transmitters
- Pawnbrokers
- Sales Finance Companies
- Secondary Mortgage Brokers
- Secondary Mortgage Loan Companies

Department of Education

The Department of Education governs school laws and assists school districts in conducting their educational programs. It administers the regulations of the State Board of Education, and provides maintenance and support of a thorough and efficient system of education.

Private Driver Training Schools	717-783-6595
Private Licensed Schools Business, Correspondence, and Trade	717-783-8228
Private Academic Schools	717-783-6840
Teacher Certification	717-787-2967

Department of Environmental Resources

The Department of Environmental Resources is charged with the responsibility for developing and protecting the Commonwealth's environmental and natural resources. It is also responsible for the state's land and water management programs and the regulation of mining operations.

Air Emissions Licenses (See Note)

Asbestos Removal/Inspection	717-787-9257
Air Quality Plan Approval	Contact Regional DER Office
Air Quality Operating Permit	Contact Regional DER Office

Blasting Licenses

Blasters License--Service	717-787-6045
Explosives Storage Permit	717-787-6045
Deep Mine License -- Blasting	717-487-3412

NOTE: Please refer to the blue pages in your local telephone directory for the Department of Environmental Resources (DER) regional office telephone numbers.

Department of Environmental Resources (Continued)

Blasting Licenses (Continued)

Deep Mine License -- Explosives	717-787-6045
Explosives Purchase/Sale Permit	717-787-6045
Earth Disturbance Permit	Contact County Conservation District Office

Facilities Sanitation Licenses (See Note)

Campground Permit	Contact Regional DER Office
Organized Camp Permit	Contact Regional DER Office
Organized Camp Certificate of Registration	717-787-0122
Private Academic School License Inspection	Contact Regional DER Office
Seasonal Farm Camp Permits	Contact Regional DER Office

Food Protection Licenses (See Note)

Eating and Drinking Place License	Contact DER County Sanitarian Officer or Allegheny, Bucks, Chester, Erie, Philadelphia Health Department.
Shellfish Plant Permit	Contact DER County Sanitarian Officer or Allegheny, Bucks, Chester, Erie, Philadelphia Health Department.

Hazardous Waste Licenses (See Note)

Chemical/Physical/Biological Treatment Permit	Contact Regional DER Office
Commercial Treatment/Disposal Permit	717-787-7381
Hazardous Waste Piles Permit	Contact Regional DER Office
Incinerator Permit	Contact Regional DER Office
Land Treatment Permit	Contact Regional DER Office
Landfill Permit	Contact Regional DER Office
Permit-By-Rule Approval	Contact Regional DER Office
Reuse-Recycle-Reclaim Approval	Contact Regional DER Office
Storage Facility Permit	Contact Regional DER Office
Surface Impoundment Permit	Contact Regional DER Office
Thermal Treatment Permit	Contact Regional DER Office
Transporter License	Contact Regional DER Office

Industrial Wastewater Permits/Licenses (See Note)

National Pollutant Discharge Elimination System (NPDES) Permit for Industrial Wastewater (Part 1)	Contact Regional DER Office
Water Quality Management Permit (Part 2)	Contact Regional DER Office

Infectious and Chemotherapeutic Waste Transport License	717-787-7381

NOTE: Please refer to the blue pages in your local telephone directory for the Department of Environmental Resources (DER) regional office telephone numbers.

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES

By State Agency

Department of Environmental Resources (Continued)

Laboratory Accreditation Licenses	717-783-7150

Safe Drinking Certification
Oil and Gas Certification
Municipal Waste Certification
Small Operators Assistance Program Qualifications

Mining Licenses (See Note)

Coal Mining Activity Permit	Contact Mining and Reclamation District Office
Coal Mining Activity Permit	Contact Mining and Reclamation District Office
Coal Refuse Disposal Permit	717-787-1376
Coal Preparation Plant Permit	717-787-1376
Coal Surface Mining License	717-787-7846
Employee Certification	717-787-1376
Equipment Approval	717-787-1376
Letter of Authorization	717-787-1376
Non-coal Surface Mining License	717-787-7846

Municipal/Residual Waste Permits (See Note)

Agricultural Utilization of Sewerage Sludge Facility	Contact Regional DER Office
Composting Facility Permit	Contact Regional DER Office
Construction/Demolition Waste Landfill Permit	Contact Regional DER Office
Demonstration Facility Permit	Contact Regional DER Office
Incineration/Resource Recovery Facility Permit	Contact Regional DER Office
Land Disposal of Sewage Sludge Facility Permit	Contact Regional DER Office
Land Reclamation of Sewage Sludge Facility Permit	Contact Regional DER Office
Municipal Waste Beneficial Use Approval	Contact Regional DER Office
Municipal Waste Landfill Permit	Contact Regional DER Office
Municipal Waste Processing Facility Permit	Contact Regional DER Office
Residual Waste Processing and/or Disposal Permit	Contact Regional DER Office
Residual Waste Beneficial Use Approval	Contact Regional DER Office
Transfer Facility Permit	Contact Regional DER Office

Oil and Gas Licenses (See Note)

Fee-In-Lieu of Bonding	Contact Bureau of Oil & Gas Regional Office
Oil and Gas Well Permit	Contact Bureau of Oil & Gas Regional Office
Oil and Gas Well Registration	Contact Bureau of Oil & Gas Regional Office
Oil and Gas Well Bond	Contact Bureau of Oil & Gas Regional Office

NOTE: Please refer to the blue pages in your local telephone directory for the Department of Environmental Resources (DER) regional office telephone numbers.

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES
By State Agency

Department of Environmental Resources (Continued)

Rights of Way Licenses (See Note)

Variable Fee License	Contact Forest District Office
Variable Fee Permit	717-787-2129
Variable Fee Occupancy	717-787-7432

Sewage Licenses (See Note)

National Pollutant Discharge Elimination System (NPDES) Permit for Sewage Discharge	Contact Regional DER Office
Planning Approval Under the Sewage Facilities Act	
Base Planning	Contact Regional DER Office
New Land Development	Contact Municipal Government (Ask for Postcard Request Form)
On-Lot Sewage Disposal System Permit	Municipal Sewage Enforcement Officer
Sewage Enforcement Officer Certification	717-787-6045
Sewage Treatment Plant and Waterworks Operators Certificate	717-787-5236
Water Quality Management Permit Part 2 Sewage Discharge	Contact Regional DER Office

State Forest Licenses (See Note)

Firewood Permit	Contact District Forest Office
Ground Pine Removal Approval	Contact District Forest Office
Hard Mineral Permit	Contact District Forest Office
Mineral Prospecting Permit For State Forest Lands	717-787-4835
Road Use Agreement	Contact District Forest Office
Seismic Survey Permit	717-787-4843

Water Well Drilling

Water Well Driller's License/Permit	717-787-5228

Waterway Activities Licenses

401 Water Quality Certification	717-541-7904
Dam Safety Permit	717-541-7902
Emergency Permit for Activities in a Waterway Course	717-541-7904
Limited Power Permit	717-541-7902
Minerals Agreement	717-787-4835
Submerged Lands License Agreement	717-541-7900
Water Obstructions and Encroachment Permit	717-541-7904

NOTE: Please refer to the blue pages in your local telephone directory for the Department of Environmental Resources (DER) regional office telephone numbers.

Department of Environmental Resources (Continued)

Wild Plant Licenses (See Note)

Pennsylvania Ginseng Certificate	Contact District Forest Office
Vulnerable Plant License	717-787-3444
Wild Plant Management	717-787-3444

NOTE: Please refer to the blue pages in your local telephone directory for the Department of Environmental Resources (DER) regional office telephone numbers.

Pennsylvania Fish and Boat Commission

The commission sets rules and regulations governing fishing and boating in the Commonwealth. The commission is an independent state agency supported solely through fishing license and boat registration fees.

Boat Agency Registration	717-657-4551
Commercial Fishing License	814-437-5774
Commercial Hatchery License	717-657-4522
Fishing Agency License	717-657-4534
Live Bait Dealer's License	717-657-4522
Non-Resident Fish or Bait Dealer's License	717-657-4522
Passenger Carrying Boat Operator's License	717-657-4434
Regulated Fishing Lake License	717-657-4522

Pennsylvania Game Commission

Created by legislative action in 1895, the Pennsylvania Game Commission is responsible for the scientific management of all wildlife in the Commonwealth.

Exotic Wildlife Dealer	717-787-5743
Fur Dealer	717-787-5743
Regulated Hunting Grounds	717-787-5743
Taxidermy	717-787-5743
Wildlife Menagerie	717-787-5743
Wildlife Pest Control	717-787-5743
Wildlife Propagation	717-787-5743

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES

By State Agency

Department of Health

> The Department of Health has the duty and power to protect the health of the people of the Commonwealth by utilizing the most efficient and effective means to prevent and suppress disease and injury. It is also responsible for ensuring accessibility of high quality health care at a reasonable cost.

Abortion Clinics	717-783-1380
Accreditation Medical Command Facilities	717-787-8740
Accreditation Training Institutes	717-787-8740
Ambulance Services License	717-787-8740
Ambulatory Surgery Facilities	717-783-8980
Approve Clinical Laboratories Performing Blood Alcohol Analysis	610-363-8500
Approve Clinical Laboratories Performing Blood Lead Analysis	610-363-8500
Approve Clinical Laboratories Performing Erythrocyte Protoporphyrin Analysis	610-363-8500
Approve Clinical Laboratories Performing Urine Drug Testing	610-363-8500
Approve Evidentiary Breath Alcohol Testing Devices	610-363-8500
Approve Prearrest Breath Alcohol Testing Device	610-363-8500
Birth Centers	717-783-1380
Certificates of Occupancy for Health Care Facilities	717-783-1327
Certify EMS Instructors	717-787-8740
Certify EMTs and EMT Paramedics	717-787-8740
Certify Health Professionals	717-787-8740
Certify First Responders	717-787-8740
Clinical Laboratories License	610-363-8500
Drug and Alcohol Facilities	717-783-8675
Drugs, Devices and Cosmetics, License to Sell	717-787-2307
Health Maintenance Organizations (HMOs) License	717-787-5193
Home Health Agencies	717-783-1380
Hospitals	717-783-8980
Intermediate Care Facilities for the Mentally Retarded	717-787-1816
Mammography Screening License	717-783-1379
Nursing Home License	717-787-1816
Portable X-Ray	717-783-8980
Preferred Provider Organizations (PPOs)	717-787-5193
Prepaid Capitated Dental Plans	717-787-5193
Medicare Certification	717-783-1380

- Chiropractors
- Comprehensive Outpatient Rehabilitation Facilities
- End-Stage Renal Disease
- Hospice
- Mammography Screening
- Occupational Physical Therapists
- Physical Therapists in Independent Practice
- Rural Health Clinics

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES
By State Agency

Insurance Department

The Insurance Department is responsible for administering the laws of the Commonwealth as they pertain to the regulation of the insurance industry and the protection of the insurance consumer. It ensures that the industry is responsive to the needs of the consumer by making reliable insurance coverage available at reasonable rates.

Auto Appraiser (Damaged Autos)	717-787-3840
Bail Bondsman	717-787-3840
Insurance Agents/Agencies	717-787-3840
Public Adjusters	717-787-3840

Department of Labor and Industry

The department serves the labor and industrial interests of the Commonwealth by promoting health, welfare, and safety of employees. It provides vocational rehabilitation to people with disabilities, and stabilizes the income of employees who become victims of certain occupational disease or who sustain work-related injuries. The department promotes Pennsylvania's economic development through labor-management cooperation and citizen service. It also promotes apprenticeship and job training programs by assisting displaced workers with retraining and job placement.

Agent/Entertainers License	717-787-4134
Asbestos Accreditation & Certification	717-772-3396
Bedding and Upholstery	717-787-6848
Boiler Operator	717-787-2923
Elevator Inspection/Installation	717-787-3765
Motion Picture Projectionist	717-787-4134
Occupancy Permits (Fire and Panic Regulations)	717-787-3806
Private Employment Agencies	717-787-4134
Stuffed Toys	717-787-6848
Unemployment Compensation	717-787-3547
Workers' Compensation	800-482-2383 or 717-783-5421

Liquor Control Board

Numerous laws related to alcoholic beverage control were consolidated to form the Pennsylvania Liquor Code. This code serves as the basis for all operations of the Pennsylvania Liquor Control Board and governs the two main functions of the board: the issuing of licenses and permits, and the buying and selling of distilled spirits and wines.

Liquor License	717-783-8250
Malt Beverage License (to sell only)	717-783-8250
Wholesale License (to manufacture and sell)	717-783-8250

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES
By State Agency

Public Utility Commission

The Public Utility Commission was created to establish and maintain reasonable rates and safe, adequate service in the regulation of the state's public utilities. The commission regulates transportation utilities providing for the movement of people and goods between points in Pennsylvania.

Bureau of Transportation, Application Section 717-787-3834

- Courier Service
- Limousine
- Transportation License
- Taxi Service
- Travel Agents
- Trucking Company

Department of Public Welfare

The Department of Public Welfare is responsible for administering a variety of human services programs which promote independence and a better quality of life.

Adoption, Foster Family, Residential, Maternity Homes, Day Treatment Services, Private Children and Youth Agencies	Harrisburg	717-772-7702
	Philadelphia	215-560-2694
	Pittsburgh	412-565-2339
	Scranton	717-963-7702
Adult Day Care, Community Residential, Vocational Rehabilitation, Intermediate Care Facilities	Harrisburg	717-772-6507
	Philadelphia	215-560-2242
	Pittsburgh	412-565-5383
	Scranton	717-963-4749
Child Day Care	Harrisburg	717-772-7078
	Toll-Free	800-222-2117
	Philadelphia	215-560-2807
	Toll-Free	800-346-2929
	Pittsburgh	412-565-5183
	Toll-Free	800-222-2149
	Scranton	717-963-4371
	Toll-Free	800-222-2108
Personal Care Homes	Harrisburg	717-772-4674
	Philadelphia	215-560-2916
	Pittsburgh	412-565-5614
	Scranton	717-963-3209
Department-wide Licensing Information		717-787-6180

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES

By State Agency

Department of Revenue

> The Department of Revenue is responsible for collecting all state tax earnings for the Commonwealth. It also administers special programs such as the Senior Citizen Property Tax/Rent Rebate, Public Utility Realty Tax, and the Pennsylvania State Lottery.

Cigarette Dealer's License	717-787-5393
Dealer User License	717-783-9372
DECAL	717-787-5355
Gasoline Regulated Distribution License	717-783-9370
Lottery Agent	717-986-4699
Oil Franchise License	717-783-9367
Small Games of Chance	717-787-8275
State and Local Sales, Use & Hotel Occupancy	Regional Revenue Offices
Transient Vendor License	Regional Revenue Offices

Pennsylvania Securities Commission

> The primary purpose of the Securities Commission is to protect the public from fraudulent practices in connection with the offer, sale, and purchase of securities in Pennsylvania and to encourage the financing of legitimate business and industry in the Commonwealth.

Associated Persons of Investment Advisors	717-787-5675
Broker-Dealer	717-787-5675
Entrepreneur Education Program	717-783-5120
Investment Advisor	717-787-5675
Registration of Securities	717-787-5401
Securities Exemptions	717-787-8059
Stock Broker	717-787-5675

Department of State

> Nearly all the official transactions of the Governor pass through and are recorded in the Department of State. The department oversees elections, registers corporations, authorizes solicitations of charitable organizations, administers professional and occupational licensure laws, and appoints notary publics. It also has jurisdiction over boxing and wrestling matches for a purse where admission is charged.

Charitable Organizations	717-783-1720
Corporation Registration	717-787-1057
Fictitious Name Registration	717-787-1057
Notary Publics	717-787-5280
Out-of-State Corporation Registration	717-787-1057

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES
By State Agency

Department of State (Continued)

Professional and Occupational Affairs Bureau

Accountant	717-783-1404
Amphetamine Program	717-787-2568
Architects Licensure Board	717-783-3398
Auctioneer Examiners	717-783-3397
Barber Examiners	717-783-3402
Chiropractic	717-783-7156
Cosmetology	717-783-7130
Dentistry	717-783-7162
Professional Engineers	717-783-7049
Funeral Directors	717-783-3397
Geologists	717-783-7049
Land Surveyors	717-783-7049
Landscape Architects	717-783-3398
Medicine	717-787-2381
Navigation Commission for the Delaware River	717-787-8503
Nursing	717-783-7142
Nursing Home Administrators	717-783-7155
Occupational Therapy Education and Licensure	717-783-1389
Optometry	717-783-7134
Osteopathic Medicine	717-783-4858
Pharmacy	717-783-7157
Physical Therapy	717-783-7134
Podiatry	717-783-7134
Psychology	717-783-7155
Real Estate Appraisers, Certified	717-783-4866
Real Estate Commission	717-783-3658
Social Work Examiners	717-783-1389
Speech-Language and Hearing	717-783-7156
Vehicle Manufacturers, Dealers, and Salespersons	717-783-1697
Veterinary Medicine	717-783-1389
Complaints Against Licensed Professionals	800-822-2113

BUSINESS-RELATED PENNSYLVANIA STATE LICENSES

By State Agency

Department of Transportation

The purpose of the Department of Transportation is to provide needed facilities for the movement of people and goods, stimulating technological advancement in transportation facilities, providing leadership to identify and solve transportation problems, and develop and apply inter and multi-modal approaches to transportation policy and programs.

Airport Landing Field		717-783-2282
Automotive Inspection Station		717-787-2895
Commercial Driver's License		800-523-6429
	Harrisburg	717-772-2290
Driver Licensing		717-787-2977
Information/Bureau of Driver Licensing and Motor Vehicles		800-932-4600
	Harrisburg	717-787-3130
	Philadelphia	215-698-8100
	Pittsburgh	412-565-5670
Junkyard (Highway Beautification)		717-787-9829
Pilots		717-783-2282

Miscellaneous

Attorneys (PA Board of Law Examiners)	215-627-3246
Firearms Sales (Federal Bureau of Alcohol, Tobacco & Firearms)	215-597-2220
Food Stamps, License to Sell (U.S. Department of Agriculture)	717-782-2210
Private Investigator	Contact your County Clerk of Courts

DOING BUSINESS WITH THE COMMONWEALTH OF PENNSYLVANIA

Each year, state agencies and institutions in Pennsylvania purchase billions of dollars worth of supplies and services. Thousands of companies compete for these contracts. Like most other states, Pennsylvania does not have in-state preference laws or regulations. That means that companies from most other states can compete on an equal footing with Pennsylvania companies for the state's business. Nonetheless, we want to do everything we can to encourage more Pennsylvania firms to become suppliers of the state's needs, especially small businesses and those owned by minorities and women. While Pennsylvania does not have set-asides for small, minority or women-owned businesses, state agencies and institutions want those firms to compete.

The general rules for doing business with the State are not complex. This section will provide information on how to compete for state contracts and the basics on how the procurement process works.

The Pennsylvania Bulletin

The Pennsylvania Bulletin is the official source of State Contract Notices. These notices, published in the "State Contracts Information" section, include invitations for bids and requests for proposals on state contracts for services for which the amount of bid or offer is expected to be over $5,000.

The Pennsylvania Bulletin is published weekly and costs $65.00 per year, postpaid, or $2.00 for an individual copy. A subscription may be ordered from the:

Legislative Reference Bureau
Pennsylvania Bulletin Subscriptions
Room 647, Main Capitol Building
Harrisburg, PA 17120-0033
717-783-1531

Your local public library or business association may subscribe to The Pennsylvania Bulletin. Please check local sources for availability.

The Treasury Department

The Treasury Department's Office of Contract Information Services maintains records and copies of almost all state contracts over $5,000 in value. As their brochure points out ". . .This information can be very valuable to firms seeking to do business with the Commonwealth. . .". They can help you identify state agencies which purchase your products or services and tell you the name of the current supplier, the contract amount and the specifications of the contract. Their services are free of charge, except for the cost of photocopying contracts. You can call, write or visit:

BEST COPY AVAILABLE

Contract Information Services
Room 112, Finance Building
Harrisburg, PA 17120
717-787-2121
or
800-252-4700

The Department of Commerce

There are many State departments and agencies through which a business may find contracting opportunities. The booklet Doing Business with the Commonwealth of Pennsylvania, details where these opportunities may be found and the necessary procedures to obtain state contracts. If you are interested in State procurement and wish to receive this publication, please send your request to:

Bureau of Small Business and Appalachian Development
Pennsylvania Department of Commerce
461 Forum Building
Harrisburg, PA 17120
717-787-4791

The Department of General Services

The Department of General Services (DGS) through the Bureau of Purchases is responsible for purchasing or contracting the sale of commodities, such as for equipment and supplies for many state agencies. The Bureau coordinates purchasing and exercises control over the buying process.

Purchases are made primarily in two ways:

Contract Purchase

These are announced through invitations for bids and awarded to the lowest price offered by a qualified vendor. The resulting contract(s) must be used by state agencies.

Spot Bid or Open Market

This method is used where there is no existing state contract, or the goods are not available from a central warehouse. In that case many state agencies have the authority to solicit bids and make awards for purchases up to $5,000 in estimated value.

Sometimes, the using agency sends its requisition to the Bureau of Purchases of the Department of General Services to handle. All open market purchases valued at over $5,000 are handled by that Bureau.

To compete for these commodity contracts, a company must be on the right Bidders' List(s) maintained by the Bureau of Purchases, Vendor Services Section. You can telephone, write, or visit Vendor Services to obtain an application and a listing of commodities purchased. When your application is approved, you will be notified and assigned a vendor number. Thereafter, your firm will receive an invitation to bid when commodities which you provide are purchased. If you fail to respond to three consecutive bids, you may be removed from the list. Returning an invitation to bid to DGS indicating "No Bids" is considered a response.

The application form itself is simple and includes full instructions as well as a list of all items purchased by state contract. To obtain the application, contact:

Vendor Services Section
Bureau of Purchases
Department of General Services
415 North Office Building
Harrisburg, PA 17105
717-787-2199 or 4705

In addition to the purchasing responsibilities already described, the Department of General Services has other important responsibilities for state purchasing. These include certifying eligible firms and providing oversight of the program for Minority Business Enterprise (MBE) and Women Business Enterprise (WBE). These duties are handled by the Minority and Women Business Enterprise Office.

Minority and Women Business Enterprise Office

The Minority and Women Business Enterprise Office aggressively pursues contracting and subcontracting opportunities for minority business enterprises (MBE) and women business enterprises (WBE) with state government and with firms that do business with state government. The office also monitors the award of state contracts and subcontracts to MBE/WBEs and serves as a clearinghouse for information, policies, and issues pertaining to businesses owned by minorities and women. It is the state's official certifying agency for minority and women businesses (except PennDOT's federally assisted projects). Through its Contract Compliance program, the office screens suppliers and contractors to make sure that their hiring, firing, and subcontracting arrangements are not discriminatory.

Among these responsibilities, the one of most immediate importance to a minority or woman-owned firm interested in state procurement opportunities is the certification process. A firm will be asked to provide some basic information about location, kind of business and contact name and, at their request, will be sent the forms necessary to start the certification process. The applicant firm may be certified based on the information supplied or, in some cases, the Department may adopt the certification of another public body as long as that certification substantially conforms to the state's program.

The Minority and Women Business Enterprise Office also publishes a state-wide Construction Business Directory.

The Minority and Women Business Enterprise Office
502 North Office Building
Harrisburg, PA 17125
717-787-7380

FAX: 717-787-7052

The State Procurement Assistance Center Network

The State Procurement Assistance Center Network consists of various organizations located across the state which help companies in their service area to do business with the federal and state governments. Specialists at these Procurement Assistance Centers (PACs) can also assist you in getting started in or, perhaps, solving a problem regarding state procurement. Many of the PACs either subscribe to The Pennsylvania Bulletin by mail or have it available as a software program on their computer system. The software can match client companies' capabilities and interests electronically to opportunities published in The Pennsylvania Bulletin. Copies of the match information are sent by the PAC to the firm, along with opportunities to bid on federal contracts. The PACs also provide other services related to locating, competing for and successfully performing government contracts. Contact information for each PAC is:

West Chester University Procurement Assistance Center
Bull Center
Room 132
West Chester, PA 19383
610-436-3337
Serves Chester County

Economic Development Council of Northeastern Pennsylvania
1151 Oak Street
Pittston, PA 18640-3795
717-655-5581
Serves Carbon, Lackawanna, Luzerne, Pike, Schuylkill, Wayne Counties

PACs Continued

Gannon University
Small Business Development Center
120 W. 9th Stret
Erie, PA 16501
814-774-0322

Serves Erie, Crawford, Mercer, and Lawrence Counties

Government Agency Coordinating Office (GACO)
Mon Valley Renaissance
California University of Pennsylvania
250 University Avenue
California, PA 15419
412-938-5881

Serves Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Lawrence, Indiana, Washington, and Westmoreland Counties

Government Contracting Assistance Center
Slippery Rock University
Economic and Community Development Center
Slippery Rock, PA 16057-1326
412-738-2346

Serves Butler and Armstrong Counties

Indiana University of Pennsylvania - Small Business Incubator
Old Robertshaw Center
650 South 13th Street
Indiana, PA 15701
412-357-2179

Serves Indiana County

Johnstown Area Regional Industries (JARI)
111 Market Street
Johnstown, PA 15901
814-539-4951

Serves Cambria and Somerset Counties

Kutztown University
Small Business Development Center
University Center
2986 North Second Street
Harrisburg, PA 17110
717-720-4230

Serves Adams, Berks, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, and York Counties

Lehigh University
Small Business Development Center
Rauch Business Center, #37
621 Taylor Street
Bethlehem, PA 18015
610-758-3980

Serves Bucks, Lehigh, Montgomery and Northampton Counties

Montgomery County Department of Commerce and Economic Development
#3 Stony Creek Office Center
West Marshall Street, Suite 320
Norristown, PA 19401-4739
610-278-5950

Serves Montgomery County

North Central Pennsylvania Regional Planning and Development Commission
651 Montmorenci Avenue
Ridgway, PA 15853
814-772-6901

Serves Cameron, Clearfield, Elk, Jefferson, McKean, and Potter Counties

Northern Tier Regional Planning and Development Commission
507 Main Street
Towanda, PA 18848
717-265-9103

Serves Bradford, Sullivan, Susquehanna, and Wyoming Counties

Cs Continued

Northwest Pennsylvania Regional Planning and Development Commission
614 Eleventh Street
Franklin, PA 16212
814-437-3024

Serves Clarion, Crawford, Erie, Forest, Lawrence, Mercer, Venango, and Warren Counties

Private Industry Council - Westmoreland/Fayette, Inc.
531 South Main Street
Greensburg, PA 15601
412-836-2600 ext. 232/233

Serves Westmoreland and Fayette Counties

SEDA - Council of Governments
Timberhaven
R.D. #1
Lewisburg, PA 17837
717-524-4491

Serves Centre, Clinton, Columbia, Juniata, Lycoming Mifflin, Montour, Northumberland, Perry, Snyder, and Union Counties

Southern Alleghenies Planning and Development Commission
541 58th Street
Altoona, PA 15853
814-772-6901

Serves Bedford, Blair, Cambria, Fulton, Huntingdon, and Somerset Counties

Southwestern Pennsylvania Regional Development Council
The Waterfront
200 First Avenue
Pittsburgh, PA 15222-1573
412-391-5590

Serves Allegheny, Armstrong, Beaver, Butler, Indiana, Fayette, Greene, Washington, and Westmoreland Counties

Temple University
Small Business Development Center
Room 6, Speakman Hall
Philadelphia, PA 19122
215-204-7282

Serves Bucks Delaware, Montgomery and Philadelphia Counties

PENNSYLVANIA CHECKLIST FOR STARTING A BUSINESS

Things To Do

☐ Determine the best type of business structure -- sole proprietorship, partnership, or corporation.

  ☐ **Partnership** -- draw up a written partnership agreement. (Page 4)
  ☐ **Corporation** -- file Articles of Incorporation. (Page 4)

☐ Register your business name if it is an assumed or fictitious name. (Page 5)

☐ Obtain a Federal Employer Identification Number (EIN) from the Internal Revenue Service. (Page 6)

☐ If you will be employing one or more people, obtain federal, state, and local forms such as Workers' Compensation, Unemployment Compensation, Federal Income Tax Withholding, State Income Tax Withholding, and Social Security Tax. (Pages 7 through 10 and 23)

☐ Make sure the building has an occupancy permit. (Page 23)

☐ Find out if your business is required to collect sales tax. (Pages 10 and 25)

☐ Make sure the building meets the state Department of Labor and Industry's Fire and Panic Regulations. (Page 23)

☐ If the business will be serving any food or beverages, you must comply with the Department of Environmental Resources regulations. (Page 17)

☐ Check with the local municipality concerning zoning requirements and a mercantile license.

☐ Check with the federal, state, and local government agencies concerning their tax laws and business requirements.

RESOURCES DIRECTORY

PART II:

Part II is a resource guide which lists select agencies and organizations ready to assist you in making your business a success. For additional information, consult your local library and telephone directory for regional or local sources of small business assistance.

Air Quality Improvement Fund (AQIF)

Pennsylvania Department of Commerce

The Air Quality Improvement Fund (AQIF) is designed to provide financial assistance to small businesses to help them meet the requirements of Federal and State clean air legislation. The fund may be used for purposes directly related to controlling or reducing air emissions such as acquisition and installation of new or used machinery and equipment, upgrading existing machinery and equipment, or to construct, modify, or expand facilities or portions thereof which are directly related to controlling air emissions.

Contact: **Division of Loans and Technical Assistance**
490 Forum Building
Harrisburg, PA 17120
717-787-9152

Allegheny County Department of Development

The Allegheny County Department of Development's purpose is to create jobs, expand the tax base, and improve the quality of life in Allegheny County. The Economic Development Division helps businesses retain and create jobs and leverages the investment of private capital in Allegheny County. The Division is a full-service business development center, offering help with technical and management problems, site selection, financing, and job training. Economic development programs are designed for both large and small companies, for existing firms undertaking expansion, and for new companies just starting.

Contact: **Allegheny County Department of Development**
400 Fort Pitt Commons Building
445 Fort Pitt Boulevard
Pittsburgh, PA 15219
412-644-1000

Ben Franklin/IRC Partnership

Pennsylvania Department of Commerce

The State General Assembly enacted the Ben Franklin/IRC Partnership for the purpose of promoting the competitiveness of the Commonwealth's companies through the interaction and implementation of technology development, modernization and training programs.

RESOURCES

Ben Franklin Program

The Ben Franklin Program supports advanced technology initiatives to help create new advanced-technology companies, to improve the ability of young, technology-oriented firms, and to develop a technologically skilled work force for Pennsylvania.

Challenge Grant Program for Technological Innovations: The largest program administered by the Ben Franklin Partnership board is the Challenge Grant Program for Technological Innovation. The Challenge Grant Program requires matching funds. Eligible activities include:

- Joint research and development between private companies and universities.
- Research and development by small companies.
- Technology transfer.
- Centers of excellence.
- Entrepreneurial development, including operating support for incubators.
- Education and training.
- Regional and statewide technology development initiatives.

For application information, please contact one of the Ben Franklin Technology Centers or satellite offices:

Ben Franklin Technology Centers

Northeast Tier Ben Franklin
Technology Center
Lehigh University
125 Goodman Drive
Bethlehem, PA 18015
610-758-5200

Ben Franklin Technology Center of Southeastern Pennsylvania
University City Science Center
3624 Market Street
Philadelphia, PA 19104
215-382-0380

Ben Franklin Technology Center of
Western Pennsylvania
4516 Henry Street, Suite 103
Pittsburgh, PA 15213
412-681-1520

Ben Franklin Technology Center of
Central/Northern Pennsylvania
115 Technology Center
University Park, PA 16802
814-863-4558

Satellite Offices continued:

Northeastern Outreach Office
Northeast Tier Ben Franklin
Technology Center
Garden Village Professional Center
16 Luzerne Avenue
West Pittston, PA 18643
717-655-8469

Upper Susquehanna Outreach Office
Northeast Tier Ben Franklin
Technology Center
P.O. Box 158
Montoursville, PA 17754
717-368-3153

Satellite Ben Franklin Center/
Northwest Pennsylvania
Pennsylvania State Erie
The Behrend College
Station Road
Erie, PA 16563
814-898-6114

Satellite Ben Franklin Center/
South Central Pennsylvania
Pennsylvania State Harrisburg
Crags Building
777 West Harrisburg Pike
Middletown, PA 17057
717-984-6339

Note: For additional information on the Ben Franklin/IRC Partnership refer to page 45.

Bureau of Small Business and Appalachian Development

Pennsylvania Department of Commerce

The Bureau of Small Business and Appalachian Development serves as Pennsylvania's single point of contact for small business, answering state related and general business questions about licenses and permits.

The Bureau also coordinates the State's seven Appalachian Regional Commission designated Local Development Districts, which provide federal procurement, foreign export, and financial packaging assistance to business firms. (See page 51 for a listing of local development districts.)

Contact: **Bureau of Small Business and Appalachian Development**
Office of Small Business
461 Forum Building
Harrisburg, PA 17120
717-783-5700

Bureau of Small Business Ombudsman

Pennsylvania Department of Commerce

The Bureau was organized in response to the 1990 amendments to the Clean Air Act which required every state to establish an Ombudsman's office to assist small businesses in complying with the Clean Air Act. The Small Business Ombudsman serves as an advocate on behalf of those small businesses and as a liaison with the Environmental Protection Agency (EPA) and the Department of Environmental Resources (DER), on issues affecting small business. The Bureau also coordinates the Commonwealth's technical and financial assistance programs to impacted small businesses.

Contact: **Bureau of Small Business Ombudsman**
Office of Small Business
Suite 901, Fulton Bank Building
Harrisburg, PA 17101
717-772-2889

Bureau of Women's Business Development

Pennsylvania Department of Commerce

The Bureau of Women's Business Development functions as the Commonwealth's single point of contact for fostering and promoting women-owned business in Pennsylvania. The Bureau provides information and technical assistance to women in all phases of business development. As requested, the staff may refer women business owners to financing and technical assistance programs at the Department of Commerce, other state and local agencies, and to private entities. Referral services may include entrepreneurial, management, and financial skills training, contracting opportunities, business counseling, and networking.

The Bureau publishes and distributes a directory of resources to assist women in financing, networking, developing entrepreneurship skills, growth and marketing development.

Contact: **Bureau of Women's Business Development**
Office of Small Business
400 Forum Building
Harrisburg, PA 17120
717-787-3339

RESOURCES

Business Infrastructure Development (BID) Program

Pennsylvania Department of Commerce

BID is designed to finance the construction of specific infrastructure improvements necessary to encourage investment by private companies. Local public and non-profit sponsors may receive grants and loans on behalf of industrial, manufacturing, research and development and agriculturally related enterprises to fund the following improvements: energy facilities, fire and safety facilities, sewer and water systems, transportation, and waste disposal facilities.

Contact: **Bureau of Grants**
Office of Program Management
494 Forum Building
Harrisburg, PA 17120
717-787-7120

Center for Business and Community Services

Delaware County Community College

The Center provides training through scheduled courses and customized contracted services for business, industry and government in the following program areas:

- Small Business Management
- Microcomputer Training
- Total Quality Management
- Re-engineering Business
- Occupational Development and Apprenticeship Programs
- Workforce Skills Training

Contact: **Delaware County Community College**
Center for Business and Community Services
901 S. Media Line Road
Media, PA 19063
215-359-5128

Community Accountants

Community Accountants (CAs) is a non-profit organization that mobilizes volunteers from the accounting and business professions to provide free financial management assistance to small start-up businesses and grassroots non-profit organizations.

CA volunteers provide one-on-one services in the following areas: reviewing or setting up bookkeeping, accounting, or payroll systems; reviewing or preparing tax estimates schedules or forms; preparing financial projections; and preparing businesses and agencies for audits or reviews.

Philadelphia, Delaware, Bucks, Montgomery, and Chester counties

Contact: **Community Accountants**
University City Science Center
3508 Market Street, Suite 135
Philadelphia, PA 19104
215-662-0211

Allegheny, Armstrong, Beaver, Butler, Fayette, Washington, Westmoreland counties

Contact: **Western Pennsylvania Community Accountants**
Bishop Boyle Center
120 East 9th Avenue
Homestead, PA 15120
412-462-9722

Customized Job Training (CJT) Program

Pennsylvania Department of Education

The Customized Job Training (CJT) Program is designed to provide Pennsylvania businesses with a skilled workforce. The program provides grants to train employees in specific skills to meet an individual employer's needs.

Note: Beginning July 1995, the CJT Program will be administered by the Department of Commerce.

Contact: **Bureau of Vocational-Technical Education**
333 Market Street
Harrisburg, PA 17126
717-783-8506

Employee Ownership Assistance Program (EOAP)

Pennsylvania Department of Commerce

The purpose of the Employee Ownership Assistance Program is to encourage employee participation in Pennsylvania businesses. EOAP is designed to provide technical assistance to new employee-ownership groups in existing and new firms, and to current employee-owned enterprises in Pennsylvania that seek to restructure an existing business or start a new business as an employee-owned enterprise.

Contact: **Employee Ownership Assistance Program**
Office of Program Management
494 Forum Building
Harrisburg, PA 17120
717-787-7120

RESOURCES

Employer Tax Credits

Pennsylvania Departments of Revenue, Public Welfare, and Labor and Industry

State law has established tax credits for employers who hire and retain certain workers. This is Pennsylvania's Employer Incentive Payment (EIP) program.

EIP tax credits are available for the qualified hire of an eligible recipient [Aid to Families with Dependent Children (AFDC) or General Assistance (GA)] of public welfare. EIP credits are based on wages paid each employee and are available for up to three years after the hire:

For each such properly certified hire, credits are:

Year 1 = 30 percent of first $6,000 wages = maximum $1,800 (each)
Year 2 = 20 percent of first $6,000 wages = maximum $1,200 (each)
Year 3 = 10 percent of first $6,000 wages = maximum $ 600 (each)

Up to $1,500 in additional EIP credits are also available over the three year period if the employer provides or pays toward child care costs for the employee.

Employers must mail the proper request form which must be postmarked no later than the date an individual begins work. The forms are available at Pennsylvania Job Service offices, or can be requested by telephone.

Contact: **800-622-JOBS**

Governor's Advisory Commission on African American Affairs

The Commission is the advocate agency for the Commonwealth's African American citizens, advising the Governor on policies, procedures, legislation and regulations which affect the African American community and which will enable the Commonwealth to be responsive to the needs of the African American community.

Contact: **Governor's Advisory Commission on African American Affairs**
503 Finance Building
Harrisburg, PA 17120
717-772-5085

Governor's Advisory Commission on Latino Affairs

The Commission assists Hispanic entrepreneurs in identifying and making use of business development resources in the public and private sectors. Information and referrals are provided to contractors and suppliers on business opportunities. The Commission workswith the Minority Business Development Authority, Small Business Development Centers, Minority Purchasing Councils, the U.S. Hispanic Chamber of Commerce, and the U.S. Small Business Administration.

Contact: **Governor's Advisory Commission on Latino Affairs**
379-80 Forum Building
Harrisburg, PA 17120
717-783-3877
800-233-1407 (Pennsylvania callers only)

Governor's Response Team

Pennsylvania Department of Commerce

The Response Team's economic development specialists work with individual companies, on a confidential basis, to find a business location that meets the firm's specifications for a start-up or expansion project and to package state financial and technical assistance.

As part of the Response Team's continuing efforts to retain Pennsylvania's existing industrial base, its economic development professionals systematically call on Pennsylvania manufacturers. The purpose of these calls is to make firms aware of the various financial and technical assistance programs available, to find out if they are experiencing any problems, and to learn of any plans for expansions or cutbacks. Information is coordinated with local economic development organizations when appropriate. If a problem exists with another state agency, the Response Team will intervene on behalf of the firm for a successful resolution.

Contact: **Governor's Response Team**
439 Forum Building
Harrisburg, PA 17120
717-787-6500

RESOURCES

Industrial Resource Centers (IRCs)

Pennsylvania Department of Commerce

The Industrial Resource Center network helps Pennsylvania manufacturers compete more effectively in today's global marketplace. Industrial Resource Center programs provide comprehensive services to assist companies that want to adopt modern manufacturing philosophies, techniques, and technologies.

These services take the form of manufacturing and/or management advice, adoption of a new technique or technology, development of manufacturing strategies or whatever is required to meet a company's manufacturing objectives.

The Industrial Resource Centers together create a unified network and are strategically located throughout Pennsylvania to best serve manufacturers in all 67 counties.

Bioprocessing Resource Center
Penn State University
235 South Frear
University Park, PA 16802
814-863-8433

Industrial Modernization Center, Inc.
Farm Complex
R.R. #5, Box 220-62A
Montoursville, PA 17754
717-368-8361

Manufacturers Resource Center
125 Goodman Drive
Bethlehem, PA 18015
610-758-5599

Northwest Pennsylvania Industrial Resource Center
Uniflow Center
1525 East Lake Road
Erie, PA 16511
814-456-6299

Delaware Valley Industrial Resource Center
12265 Townsend Road, Suite 500
Philadelphia, PA 19154
215-464-8550

MANTEC, Inc.
227 West Market Street
Post Office Box 5046
York, PA 17405
717-843-5054

Northeastern Pennsylvania Industrial Resource Center
Garden Village Professional Center
Suite 125, 16 Luzerne Avenue
West Pittston, PA 18643
717-654-8966

Southwestern Pennsylvania Industrial Resource Center
Business Innovation Center
One Library Place
Duquesne, PA 15110
412-469-3530

Internal Revenue Service (IRS)

U.S. Department of Treasury

The IRS offers "The Tax Guide for Small Business," Publication 334 and other information regarding federal tax laws and regulations.

The Pittsburgh and Philadelphia IRS Regional offices sponsor tax workshops explaining business taxes, tax benefits and obligations connected with running a small business, and employer tax responsibilities.

Contact: **Internal Revenue Service**
Regional offices are listed in the blue pages of your local telephone directory under the U.S. Government or call: **800-TAX-1040**.

To order forms and publications, the toll-free telephone number is: **800-TAX-FORM**.

Job Training Partnership Act (JTPA)

Pennsylvania Department of Labor and Industry

Training programs are conducted for private businesses by your local JTPA Service Delivery Area Agency. The types of training available for private industry include:

On The Job Training (OJT): Employers could receive up to 50 percent of an employee's wages as compensation for the extraordinary costs associated with training employees. At the end of the prescribed training period, the employer assumes the full wages.

Private-Sector Training Programs: Private industries utilize private-sector facilities and personnel to train workers in demand occupations.

Customized Training Programs: Each program is tailored to meet the company's specific needs and specifications. The employer or groups of employers make a commitment to employ the trainees upon successful completion of the program.

Upgrading Training Programs: Current staff within a company can be trained in the skills needed to advance to a higher position in an occupational field that requires greater skills or adaptation to new or altered technology. The entry-level position vacated by the employee would then be filled with an OJT participant.

Youth Tryout Employment: Private, for-profit agencies, organizations, or other employers hire 16- to 21-year-olds for entry-level positions. The youths work up to 250 hours at no expense to the employer. Upon successful completion of the training program, the employer must hire the youth.

RESOURCES

Contact: **Bureau of Employment Services and Training**
Statewide Hotline: 800-345-2555

Refer to the blue pages of your local telephone directory for the number of the **JTPA Service Delivery Area Agency** in your area.

Machinery and Equipment Loan Fund (MELF)

Pennsylvania Department of Commerce

The purpose of the Machinery and Equipment Loan Fund, or MELF, is to provide low-interest financing for machinery and equipment to businesses unable to fully finance their projects with equity, bank financing, or other private and public sources. Eligible applicants include for-profit manufacturing, industrial, mining, and agricultural processing operations.

Loan proceeds may be used to acquire, install, or upgrade new or used machinery and equipment which is directly related to the manufacturing process. Maintenance or overhaul of existing equipment is not eligible, nor are internal company labor costs associated with equipment installation.

Interested applicants may submit a Letter of Intent to apply for financing in accordance with procedures contained in the MELF Program Guidelines.

Contact: **Division of Loans and Technical Assistance**
490 Forum Building
Harrisburg, PA 17120
717-783-5046

Mayor's Business Action Team (MBAT)

Philadelphia Department of Commerce

The Mayor's Business Action Team has been established as a "one stop shop" to handle all the concerns of anyone needing business assistance. MBAT representatives are helping business people to navigate through City operating departments and agencies. They are finding loan programs, new locations and resources, as well as providing start-up information and working with their clients until the issues are resolved. In addition to numerous other services, MBAT also helps find providers of technical assistance for businesses. Businesses throughout the City or businesses contemplating moving to the City can now dial 215-686-7300 to reach a business representative.

Contact: **Mayor's Business Action Team**
1600 Arch Street, 13th Floor
Philadelphia, PA 19103
215-686-7300

Milrite Council

The Pennsylvania MILRITE (Make Industry and Labor Right in Today's Economy) Council is an independent agency created to foster economic development in Pennsylvania through the cooperative efforts of labor, business, and government. The Council administers the Area Labor-Management Committee (ALMC) Grant Program. Twelve ALMCs are located throughout the Commonwealth, sponsor labor-management educational seminars and promote work site labor-management committees. In some cases, small and medium-sized companies are provided expert consulting assistance.

Contact: **Pennsylvania MILRITE Council**
402 Finance Building
Harrisburg, PA 17120
717-783-7408

Minority and Women Business Enterprise Office

Pennsylvania Department of General Services

The Minority and Women Business Enterprise Office actively pursues contracting and subcontracting opportunities for Minority Business Enterprises (MBEs) and Women Business Enterprises (WBEs) with state government and with firms that do business with state government. The Office also serves as a clearinghouse for information and policies pertaining to MBEs and WBEs.

Contact: **Minority and Women Business Enterprise Office**
502 North Office Building
Harrisburg, PA 17125
717-787-7380

RESOURCES

Minority Business Development Agency
U.S. Department of Commerce

The Minority Business Development Agency (MBDA) provides funding for a network of approximately 100 Minority Business Development Centers located throughout the nation. These centers provide minority entrepreneurs with management and technical assistance services to start, expand, or manage a business. MBDA also helps federal, state, and local government agencies, as well as major corporations to increase their purchases from minority-owned firms.

Contact: **Minority Business Development Agency**
Philadelphia District Office
600 Arch Street, Room 10128
Philadelphia, PA 19106
215-597-9236

National Minority Supplier Development Council, Inc. (NMSDC)

The National Minority Supplier Development Council, Inc. is a non-profit corporation chartered in 1972 to expand business opportunities for minority-owned companies, to encourage mutually beneficial economic links between minority suppliers and the public and private sectors, and to help build a stronger, more equitable society by supporting and promoting minority business development. Additional information about NMSDC can be obtained by calling or writing.

Contact: **National Minority Supplier Development Council, Inc.**
15 W. 39th Street,
9th Floor
New York, NY 10018
212-944-2430

The following are affiliated Regional Minority Purchasing Councils (RMPCs):

Central Pennsylvania
Regional Minority Purchasing Council
of Central Pennsylvania, Inc.
915 South 13th Street
Harrisburg, PA 17108
717-233-5502

Mailing address:
P.O. Box 777
Harrisburg, PA 17108

Eastern Pennsylvania
Delaware Minority Business
Resource Council, Inc.
1835 Market Street
11 Penn Center Building, 8th Floor
Philadelphia, PA 19103
215-568-7166

Western Pennsylvania
Pittsburgh Regional Minority Purchasing
Council
One Oliver Plaza, Suite 3004
Pittsburgh, PA 15222
412-391-4423

Office of Business Liaison

U.S. Department of Commerce

If you are planning to call the Federal Government about a business matter, but have no idea where to begin, the Office of Business Liaison (OBL) is a good start. Most requests reaching OBL are for information having to do with federal government procurement, exporting, marketing, statistical sources, and regulatory matters.

The Business Assistance staff in OBL maintains a network of interagency contacts so that they can quickly provide current information on a wide range of subjects. OBL can also give direction regarding some private sector programs.

Contact: **Office of Business Liaison**
Room 5062
14th and Constitution Avenues, N.W.
Washington, DC 20230
202-482-3176

Office of International Trade

Pennsylvania Department of Commerce

The Office of International Trade offers assistance to Pennsylvania companies seeking the latest information on potential foreign markets for their products, information on international trade events, and inquiries from foreign companies seeking Pennsylvania suppliers.

The Office of International Trade participates in international trade exhibitions or missions, which provide direct exposure for Pennsylvania companies to potential foreign buyers, agents, distributors, licensees, and/or joint venture partners. The Office also co-sponsors and participates in international trade conferences and seminars throughout Pennsylvania. These events educate Pennsylvania firms about the intricacies of the export process and inform them of export assistance programs available either through the Office of International Trade or the network of export service providers across the Commonwealth.

Contact: **Office of International Trade**
464 Forum Building
Harrisburg, PA 17120
717-787-7190

RESOURCES

Office of Small Business

Pennsylvania Department of Commerce

The Office of Small Business (OSB) is the lead agency in Pennsylvania state government for small business development. The mission of OSB is to demonstrate that small business, minority-owned business and women-owned business can contribute substantially to the state's economic development.

The Office of Small Business administers the Enterprise Development Program (EDP) in Pennsylvania which is an integrated system of business and community support services delivered by Local Development District (LDDs). Seven LDDs serve Pennsylvania's 52 Appalachian counties linking resources to support local business expansion and job creation. Each LDD is active in finance, federal procurement assistance and export outreach.

Contact:

Economic Development Council of
Northeastern Pennsylvania
1151 Oak Street
Pittston, PA 18640-3795
717-655-5581
(Carbon, Lackawanna, Luzerne, Monroe, Pike, Schuylkill, Wayne counties)

North Central Pennsylvania Regional
Planning and Development Commission
651 Montmorenci Avenue
Ridgway, PA 15853
814-772-6901
(Cameron, Clearfield, Elk, Jefferson, McKean, Potter counties)

Northern Tier Regional Planning and
Development Commission
507 Main Street
Towanda, PA 18848
717-265-9103
(Bradford, Sullivan, Susquehanna, Tioga, Wyoming counties)

Northwest Pennsylvania Regional
Planning and Development Commission
614 Eleventh Street
Franklin, PA 16323
814-437-3024
(Clarion, Crawford, Erie, Forest, Lawrence, Mercer, Venango, Warren counties)

SEDA - Council of Governments
Timberhaven
R.D. #1
Lewisburg, PA 17837
717-524-4491
(Centre, Clinton, Columbia, Juniata, Lycoming, Mifflin, Montour, Northumberland, Perry, Snyder, Union counties

Southern Alleghenies Planning and
Development Commission
541 58th Street
Altoona, PA 16602
814-949-6500
(Bedford, Blair, Cambria, Fulton, Huntingdon, Somerset counties)

Southwestern Pennsylvania Regional
Development Council
The Waterfront
200 First Avenue
Pittsburgh, PA 15222-1573
412-391-5590
(Allegheny, Armstrong, Beaver,
Butler, Fayette, Greene, Indiana,
Washington, Westmoreland Counties)

Pennsylvania Capital Access Program (PennCAP)

Pennsylvania Department of Commerce

PennCAP is an innovative, small business lending program based on a guaranteed loan concept. The Pennsylvania Economic Development Financing Authority (PEDFA) provides capital to guarantee loans made through participating lending institutions in conjunction with this program.

PennCAP provides flexibility for both the bank and the borrower to determine the terms and conditions under which loans are made.

Contact: **Pennsylvania Economic Development Financing Authority**
466 Forum Building
Harrisburg, PA 17120
717-783-1109

Pennsylvania Capital Loan Fund (PCLF)

Pennsylvania Department of Commerce

The Pennsylvania Capital Loan Fund provides low-interest loans to small businesses for capital development projects that will result in long-term net new employment opportunities. Eligible applicants include for-profit manufacturing, industrial, and export services and advanced-technology and computer-related services.

Loan proceeds may be used for building acquisition and associated land, building construction, renovations, machinery and equipment, and working capital associated with significant expansion.

Contact: **Division of Loans and Technical Assistance**
490 Forum Building
Harrisburg, PA 17120
717-783-1768

Pennsylvania Chamber of Business and Industry

The Pennsylvania Chamber of Business and Industry is the state's largest broad-based organization through which businesses of all sizes work together on legislation and regulatory issues that affect the Commonwealth's economic and job climate.

The Chamber's professional staff is available to help businesses understand complex state regulations, legislative issues, bills and laws and to act as forum of advocacy to change these for the better.

Contact: **Pennsylvania Chamber of Business and Industry**
One Commerce Square
417 Walnut Street
Harrisburg, PA 17101
800-225-7224
717-255-3252

Small business resource centers and committees operate in several Chambers of Commerce throughout the state.

Contact: Consult your local telephone directory for the Chamber of Commerce in your area.

Pennsylvania Energy Office (PEO)

The Pennsylvania Energy Office provides a variety of assistance to small businesses to help them reduce energy use and costs. Assistance is provided through workshops, on-site energy audits, speaking engagements and literature.

Contact: **Pennsylvania Energy Office**
116 Pine Street
Harrisburg, PA 17101
717-783-9981

Pennsylvania Export Partnership (PEP)

Pennsylvania Department of Commerce

The Pennsylvania Department of Commerce, through the Pennsylvania Export Partnership, is offering the Trade Event Grant Program. The Trade Event Program makes available grants not to exceed $2,500 or 50% of eligible program expenses, whichever is less, to encourage small- and medium sized businesses in the Commonwealth to attend international trade events. Companies that are new to export and are without a proven export history are given preference over experienced exporters.

Contact: **Pennsylvania Export Partnership**
Office of International Trade
464 Forum Building
Harrisburg, PA 17120
717-787-7190

RESOURCES

The following are affiliated Regional Export Service Providers.

Philadelphia's Economic Development Corporation
The Southeastern Pennsylvania Export Consortium
2600 Center Square West
1500 Market Street
Philadelphia, PA 19102-2126
215-496-8112

Economic Development Council of Northeastern Pennsylvania
1151 Oak Street
Pittston, PA 18640-3795
814-226-2060

SEDA-Council of Governments
Timberhaven, R.D. #1
Lewisburg, PA 17837
717-524-4491

Kutztown University Small Business Development Center
2986 North Second Street
Harrisburg, PA 17110
717-720-4230

Office of Research and Sponsored Programs Lehigh University
526 Brodhead Avenue
Bethlehem, PA 18015-3046
610-758-3020

Northwest Pennsylvania Regional Planning and Development Commission
614 Eleventh Street
Franklin, PA 16323
814-437-3024

North Central Pennsylvania Regional Planning and Development Commission
651 Montmorenci Avenue, Box 488
Ridgway, PA 15853
814-773-3162

Northern Tier Regional Planning and Development Commission
507 Main Street
Towanda, PA 18848
717-265-9103

Southwestern Pennsylvania Regional Development Council
The Waterfront, 200 First Avenue
Pittsburgh, PA 15222-1573
412-391-5590

Southern Alleghenies Planning and Development Commission
541 58th Street
Altoona, PA 16602-1193
814-949-6500

RESOURCES

Pennsylvania Industrial Development Authority (PIDA)
Pennsylvania Department of Commerce

PIDA was established to make long-term, low-interest business loans primarily to firms engaged in manufacturing or industrial enterprises. PIDA funds may be used for land and buildings. PIDA funds are targeted to small and advanced-technology businesses and enterprise zones. A qualified business may receive up to $2 million, with interest rates ranging from 3 to 6 percent depending upon the unemployment rate in the critical economic area where the project is located. Projects which retain or create jobs may be eligible for financing. PIDA defines a small business as one currently employing fewer than 50 persons.

Contact: **Pennsylvania Industrial Development Authority**
481 Forum Building
Harrisburg, PA 17120
717-787-6245

Pennsylvania Job Centers
Pennsylvania Department of Labor and Industry

Pennsylvania Job Centers provide employers with a wide array of employment and training services, free of charge, through a statewide network of "one-stop" service centers. As the public labor exchange, Job Centers are the single largest source of available job applicants. Job Centers will recruit, screen, test and refer job applicants according to employers' specific instructions. Other Job Center services for employers include:

Small Business and Entrepreneurial Information
Labor Law Information
Labor Market Information
Employment Tax Credits
Mass Recruitment Assistance
Targeted Group Recruitment
Equal Opportunity

Federal Bonding
Alien Labor Certification
Apprenticeship/On-The-Job Training
Veteran On-The-Job Training
Unemployment Compensation
Agricultural Services

To learn more about these services, employers can telephone 1-800-982-7567 or contact the Pennsylvania Job Center serving their local labor market. Employers can also gain more information by joining the Job Center Employer Advisory Council where employers network, participate in informational seminars and advise the Job Centers how to better serve the labor market.

Pennsylvania Minority Business Development Authority (PMBDA)

Pennsylvania Department of Commerce

The Pennsylvania Minority Business Development Authority (PMBDA) provides long-term, low-cost loans and equity guarantees to firms owned by economically disadvantaged people unable to secure financing from traditional sources. The programs of PMBDA are:

Direct Loan Program: PMBDA provides low-interest financing to a wide range of expanding or start-up minority firms for the purchase of machinery and equipment and for working capital.

Loan Guarantee Program: Up to 90 percent of the loan amount to commercial lenders who lend to minority enterprises can be guaranteed by PMBDA.

Minority Export Development Technical Assistance Program (MEDTAP): MEDTAP expands opportunities for minority-owned firms into world markets.

Technical Assistance: This program is to assist PMBDA borrowers in making decisions in marketing, finance, accounting, and management.

Youth Entrepreneurship Program: This program is designed to promote youth entrepreneurship among the state's high school students through intensive internships.

For additional information on the Pennsylvania Minority Business Development Authority, or to request an application for any of its programs, write or call for an appointment with one of PMBDA's three regional offices.

Contact: **Pennsylvania Minority Business Development Authority (PMBDA)**
Office of Small Business
404 Forum Building
Harrisburg, PA 17120
717-783-1127

Central Region
Fulton Bank Building
Suite 901
Harrisburg, PA 17101
717-772-2891

Eastern Region
1704 State Office Building
1400 Spring Garden Street
Philadelphia, PA 19130
215-560-3236

Western Region
1200 State Office Building
300 Liberty Avenue
Pittsburgh, PA 15222
412-565-5750

RESOURCES

Pennsylvania State Data Center

The Pennsylvania State Data Center (PSDC) is Pennsylvania's official source of population and economic statistics and services. Designed to improve access to statistical resources concerning the Commonwealth, the PSDC answers requests for data products and technical assistance on a cost-recovery basis.

The Economic Development Information Network (EDIN) is a computerized information and communication tool available free of charge to users across the Commonwealth. Elements of EDIN include procurement and international trade opportunities, Commerce Business Daily, agricultural leads, press releases, directories of economic development and planning agencies, industry specialists, and much more. EDIN also contains an interactive data base with thousands of items of information for each of the 50 states, Pennsylvania counties, and Pennsylvania municipalities.

Contact: **The Pennsylvania State Data Center**
Institute of State and Regional Affairs
Pennsylvania State University at Harrisburg
Middletown, PA 17057
717-948-6336

The Pennsylvania State University Cooperative Extension Program

The Cooperative Extension Program offers publications, technical assistance, workshops and seminars in business, economic and community development, plus management and marketing assistance for agriculturally-related firms. There is little or no cost for this service.

Contact: **Your county extension office listed under County Government or agriculture extension office.**

The Center for Economic and Community Development
Pennsylvania State University
112 Armsby Building
University Park, PA 16802
814-863-8245

Pennsylvania Technical Assistance Program (PENNTAP)

PENNTAP is a partnership between the Pennsylvania Department of Commerce, the U.S. Economic Development Administration and the Pennsylvania State University. Serving Pennsylvania business and industry statewide since 1965, PENNTAP is one of the nation's first technical assistance programs and has been a model for such programs in many other states and countries.

PENNTAP helps Pennsylvania business and industry improve their competitiveness by providing free scientific and technological assistance and information to help resolve specific technical questions or problems that can be addressed within a limited amount of time.

The program focuses on helping smaller businesses that normally do not have the in-house expertise or time to resolve specific technical questions or problems. PENNTAP technical specialists assist small businesses with technical information, short-term technical counseling and referrals to other expertise, resources or programs.

PENNTAP services the entire state of Pennsylvania with a technical librarian and a network of technical specialists who have specific areas of technical expertise and are located throughout the state.

The service of PENNTAP staff is confidential and provided at no cost to clients.

Contact: **PENNTAP**
The Pennsylvania State University
117 Technology Center
University Park, PA 16802
814-865-0427

Philadelphia Commercial Development Corporation

The Philadelphia Commercial Development Corporation (PCDC) is a non-profit economic development corporation receiving federal, state, city, and private funds. PCDC provides financial, technical, and managerial assistance to qualified entrepreneurs, especially minorities and women, who are developing their enterprises within the city of Philadelphia. PCDC also provides working capital financing for a variety of business activities in Philadelphia.

Contact: **Philadelphia Commercial Development Corporation**
1315 Walnut Street, 6th Floor
Philadelphia, PA 19107
215-790-2200

RESOURCES

Public Libraries and District Library Centers

Centers have books and other materials available for small business owners or prospective owners. Most of Pennsylvania's 455 public libraries have staff who can assist you in finding answers to specific business-related questions. For example, a librarian can help find statistics to use in market research, or to locate the name, address, and telephone number of a particular supply company. In addition, many libraries have microcomputers and offer workshops on how to use them. Many libraries also offer on-line computer access via modem to electronic card catalogs.

A more in-depth collection of library materials is available at a District Library Center. You may use the reference resources of the District Center directly or borrow books and other materials from it through a local library. District Centers are located strategically throughout the state.

Contact: **Your local public library or the district library in the yellow pages of your local telephone directory.**

Recycling Incentive Development Account (RIDA)

Pennsylvania Department of Commerce

The purpose of the Recycling Incentive Development Account (RIDA) is to help businesses develop and expand the markets for recycled materials recovered from municipal waste by providing low interest financing for machinery and equipment.

Loan proceeds may be used to acquire, install, or upgrade new or used machinery and equipment which is directly related to the recycling process, or to manufacturing with recycled materials. Maintenance or overhaul of existing equipment is not eligible, nor are internal company labor costs associated with equipment installation.

Interested applicants may submit a letter of intent to apply for financing in accordance with procedures contained in the RIDA Program Guidelines.

Contact: **Recycling Incentive Development Account**
490 Forum Building
Harrisburg, PA 17120
717-783-5046

Research Seed Grants

Pennsylvania Department of Commerce

The Research Seed Grant Program directly supports individuals or small companies that are developing or commercializing a new technology. Grants of up to $35,000 are available, with preference given to firms with fewer than 50 employees. There are no matching fund requirements for this program.

Contact: **Ben Franklin/IRC Partnership Technology Centers**
(See pages 38 and 39 for a complete listing)

Seed Venture Capital Fund

The Seed Venture Capital Fund has helped establish privately managed seed capital funds that have been approved by the Ben Franklin Partnership. The funds provide equity financing to new businesses during their early stages of development.

The program complements the Research and Development and product development efforts of the Commonwealth's four Ben Franklin Technology Centers. Although the Technology Centers serve as limited partners in each of the funds, they do not assume operational responsibilities for the funds.

Contact:

CEO Venture Fund
4516 Henry Street
Fifth Floor
Pittsburgh, PA 15213
412-687-3451

NEPA Management Corporation
125 Goodman Drive
Bethlehem, PA 18015
610-865-6550

Pittsburgh Seed Fund
4516 Henry Street
Suite 102
Pittsburgh, PA 15213
412-687-5200

Zero Stage Capital II Fund
Westtown Business Center
1562 McDaniel Drive
West Chester, PA 19380
610-430-8853

Service Corps of Retired Executives (SCORE)

SCORE is an organization of more than 13,000 volunteers who offer management counseling and training. They have extensive business experience and special skills as retired business executives. The counseling is confidential and free of charge.

RESOURCES

Contact: SCORE Chapter nearest you.

Altoona-Blair
c/o Altoona-Blair
Chamber of Commerce
1212 Twelfth Avenue
Altoona, PA 16601
814-943-8151

Bethlehem
Lehigh University
Rauch Business Center #37
621 Taylor Street
Bethlehem, PA 18015
610-758-3980

Bucks County
c/o Chamber of
Commerce
409 Hood Boulevard
Fairless Hills, PA 19030
215-943-8850

Chambersburg
c/o Chambersburg
Chamber of Commerce
75 South Second Street
Chambersburg, PA 17201
717-264-2935

Central Pennsylvania
Technology Center
200 Innovation Blvd.
Suite 242 B
State College, PA 16803
814-234-9415

Chester County
601 Westtown Road, Suite 281
West Chester, PA 19382-4538
610-344-6910

Erie
c/o Gannon University SBDC
120 W. 9th Street
Erie, PA 16501
814-871-5650

Harrisburg
100 Chestnut Street
Suite 309
Harrisburg, PA 17101
717-782-3874

Jenkintown
Baederwood Office Plaza
1653 The Fairway
Suite 204
Jenkintown, PA 19046
215-885-3027

Lancaster
118 West Chestnut Street
Lancaster, PA 17603
717-397-3092

Monroe County
556 Main Street
Stroudsburg, PA 18360
717-421-4433

Mon Valley
435 Donner Avenue
Monessen, PA 15062
412-684-4277

North Central Pennsylvania
240 W. Third Street
Room 304
Williamsport, PA 17703
717-322-3720

Philadelphia
3535 Market Street
Room 4480
Philadelphia, PA 19104
215-596-5834
215-596-5844

Pittsburgh
Convention Tower
5th Floor
960 Penn Avenue
Pittsburgh, PA 15222
412-644-5447

Reading
645 Penn Street
Reading, PA 19601
610-376-6766

Scranton
c/o Scranton Federal Postal
Building
Washington Ave. & Linden Rd.
Room 104
Scranton, PA 18503
717-347-4611

Tri-County
238 High Street
Pottstown, PA 19464
610-327-2673

Uniontown
P.O. Box 2065
Downtown Station
Uniontown, PA 15401
412-437-4222

Warren
c/o Warren County
Chamber of Commerce
315 Second Avenue, 4th Floor
P.O. Box 942
Warren, PA 16365
814-723-9017

Westmoreland County
c/o St. Vincent College
300 Frasier Purchase Road
Latrobe, PA 15650-2690
412-539-7505

Wilkes-Barre
Penn Place
20 N. Pennsylvania Avenue
Wilkes-Barre, PA 18701
717-826-6502

York
c/o Cyber Center
1600 Pennsylvania Avenue
York, PA 17404
717-845-8830

Small Business Advocate

Pennsylvania Department of Commerce

The Office of Small Business Advocate was created to represent the interests of small business consumers of utility services in cases before the Pennsylvania Public Utility Commission, the courts, and federal agencies that set rates for utility services. The Office's lawyers and technical consultants act as spokesmen for the interests of the small commercial and industrial customers to ensure that rate increases are reasonable and that the burden of the increased rates is proportionately distributed among the main classes of customers (residential, commercial, and industrial).

In 1993, the Office of Small Business Advocate was assigned additional duties under the Pennsylvania Workers' Compensation Act. When an insurance company or a rating organization asks the Insurance Department to approve a change in the rates charged for workers' compensation insurance policies, the Office is authorized to participate in the hearings about that request in order to represent the interests of the employers who must pay those rates. The Office does not, however, participate in hearings about individual benefit claims or other proceedings that involve employees who contend that they have suffered work-related injuries.

Contact: **Small Business Advocate**
Commerce Building, Suite 1102
300 North Second Street
Harrisburg, PA 17101
717-783-2525

Small Business Development Centers (SBDCs)

The U.S. Small Business Administration (SBA) organized the Small Business Development Center Program to make management assistance and counseling widely available to present and prospective small business owners. SBDCs offer "one stop" assistance to small business--providing a wide variety of information and guidance in central and easily accessible locations. The staff can help with accounting, record keeping, business planning, market research, and financial analysis.

Assistance from an SBDC is available to anyone interested in going into a small business or improving or expanding an existing small business. Although most of these services are free, there are fees for short courses, workshops, and some services.

Contact the Small Business Development Center nearest you.

RESOURCES

Small Business Development Centers

Bucknell University
Small Business Development Center
126 Dana Engineering Building
Lewisburg, PA 17837
717-524-1249

Clarion University of Pennsylvania
Small Business Development Center
Room 102, Dana Still Building
Clarion, PA 16214
814-226-2060

Indiana University of Pennsylvania
Small Business Development Center
Robert Shaw Center
650 S. 13th Street
Indiana, PA 15705
412-357-2179

Kutztown University
Small Business Development Center
University Center
2986 North Second Street
Harrisburg, PA 17110
717-720-4230

LaSalle University
Small Business Development Center
20th Street and Olney Avenue
Box 828
Philadelphia, PA 19141
215-951-1416/1735

Lehigh University
Small Business Development Center
Rauch Business Center, #37
621 Taylor Street
Bethlehem, PA 18015
610-758-3980

St. Francis College
Small Business Development Center
Business Resource Center
P.O. Box 600
Loretto, PA 15940
814-472-3200

St. Vincent College
Small Business Development Center
Alfred Hall, 4th Floor
Latrobe, PA 15650
412-537-4572

Temple University
Small Business Development Center
Room 6 Speakman Hall–006-00
Philadelphia, PA 19122
215-204-7282

Duquesne University
Small Business Development Center
Rockwell Hall, Room 10 Concourse
600 Forbes Avenue
Pittsburgh, PA 15282
412-396-6233

Gannon University
Small Business Development Center
120 West 9th Street
Erie, PA 16501
814-871-7714

University of Pennsylvania
Small Business Development Center
The Wharton School
409 Vance Hall
3733 Spruce Street
Philadelphia, PA 19104-6357
215-898-4861

University of Pittsburgh
Small Business Development Center
208 Bellefield Hall
315 S. Bellefield Avenue
Pittsburgh, PA 15213
412-648-1544

University of Scranton
Small Business Development Center
St. Thomas Hall, Room 588
Scranton, PA 18510
717-941-7588

West Chester University
Small Business Development Center
906 Springdale Drive
Exton, PA 19341
610-363-5175

Wilkes University
Small Business Development Center
Hollenback Hall
192 South Franklin Street
Wilkes-Barre, PA 18766
717-831-4340
800-WILKES-U, ext. 4340

Other university-based Small Business Development Programs:

California University
Mon Valley Renaissance Center
Box 62
California, PA 15419
412-938-5938

Drexel University
Small Business Development Center
Department of Management
College of Business
Academic Building, Room 314
Philadelphia, PA 19104
215-895-2122

The Renaissance Place
Business Development Center
392 Franklin Avenue
Aliquippa, PA 15001
412-378-2884

Villanova University
Small Business Development Center
Management Department
Ithan and Lancaster Avenues
Villanova, PA 19085
610-519-4382/6443

Washington and Jefferson College
Center For Economic Development
Department of Economics and Business
Washington, PA 15301
412-222-4400

Small Business Incubator
Pennsylvania Department of Commerce

Small business incubators are sites where young, manufacturing and/or product development businesses can start and grow. Incubators offer businesses the opportunity to rent small units of space at a lower than market rate. They provide tenants with business development services which help to reduce costs and increase profits. When the small business is ready to take its place outside the sheltered environment of the incubator, this program offers relocation assistance.

An incubator has three major characteristics:

- low rent space
- shared financial, management and other services
- selectivity in entrance and eventual exiting of firms from the facility through established entrance and exit policies

RESOURCES

Sampling of Small Business Incubators, by County

Allegheny	Boulevard Buildings	412-431-8200
	Brewery Innovation Center	412-323-8116
	Glassport Industrial Center/SPEDD	412-672-1331
	McKeesport Business Growth Center	412-664-7000
	Riverside Commons	412-322-5300
	Southwestern PA Business Development Center/SPEDD (Wexford)	412-931-8444
	Three Allegheny Court	412-672-3270
Armstrong	Armstrong County Incubator	412-548-3288
Beaver	Vanport Industrial Center	412-931-8444
Blair	Altoona Area Incubator	814-949-2030
Centre	Centre County Business & Technology Center	814-234-1829
	Moshannon Valley Enterprise Center	814-342-2260
Chester	Paoli Technology Enterprise Center	610-251-0505
	Penn State Technology Development Center	610-648-3295
Clarion	Clarion Incubator	814-226-1950
Crawford	Meadville Industrial Condominium	814-337-8200
Cumberland	Shippensburg Area Manufacturing Center	717-532-6800
Dauphin	Incubator Business Services, Inc.	717-257-1360
Delaware	Crozer Mills Enterprise Center	610-874-5555
Erie	Enterprise Development Center	814-899-6022
	Model Works Industrial Commons	814-774-9339
Indiana	Indiana County Small Business Incubator	412-357-2179
Lehigh	Bridgeworks Enterprise Center	610-770-1015
Luzerne	Luzerne County Business Incubator Center	717-823-8832
Lycoming	Cooperative Resources Improving Business	717-326-1971
McKean	Bradford Incubator	814-368-7170
Mercer	Greenville Business Incubator	412-588-1161
Montgomery	Hatboro Technology Enterprise Center	610-957-1215
	Pottstown Technology Development Center	610-970-0222
Northampton	Lehigh University Business Incubator Center	610-758-5262
Philadelphia	Philadelphia Business & Technology Center (Parkside)	215-877-1404
	Temple Business Incubator	215-787-7491
	University City Science Center	215-387-2255
	West Philadelphia Enterprise Center	215-748-2145
Somerset	Somerset County Incubator	814-445-9655
Venango	Venango Area Industrial Complex	814-432-4476
Washington	Donora Incubator	412-379-9300
Westmoreland	Latrobe Business Incubator	412-539-3725
	Monessen Business Development Center	412-464-4000
	New Kensington Business Development Center	412-335-5701
York	CYBER Center	717-846-2927

Small Business Institutes

U.S. Small Business Administration

The Small Business Institute (SBI) program was established by the U.S. Small Business Administration (SBA) to give small business owners an opportunity to receive intensive management counseling from qualified college-level business students working under expert facility guidance. Businesses receive a comprehensive improvement plan after all aspects of the business, including accounting principles, advertising, market surveys, production, and management skills are reviewed.

Contact: **The U.S. Small Business Administration** office nearest you for the participating colleges and universities. SBA addresses and telephone numbers are listed under U.S. Small Business Administration on page 67.

Storage Tank Loan Fund (STLF)

Pennsylvania Department of Commerce

The Storage Tank Loan Fund (STLF) is designed to financially assist small storage tank facility owners or operators identified by the Department of Environmental Resources (DER) as potentially liable for the release or danger of a release of regulated substances from a storage tank. The assistance consists of low-interest loans to help finance the cost of corrective actions ordered by DER. By assisting small storage tank owners with the repair or replacement of storage tanks, the loan proceeds help alleviate problems which may otherwise cause job loss or business shutdown.

Contact: **Division of Loans and Technical Assistance**
490 Forum Building
Harrisburg, PA 17120
717-783-5046

Trade Adjustment Assistance Program

U.S. Department of Commerce

This program is administered by the U.S. Department of Commerce and provides assistance to eligible firms through private, non-profit organizations called Trade Adjustment Assistance Centers (TAAC).

Assistance is provided to companies hurt by imports. Companies must have experienced a decline in sales and/or production and demonstrate a decline in employment. The TAAC staff will work closely with management to diagnose a company's needs and develop a comprehensive recovery plan in various areas, including marketing, manufacturing, accounting, engineering, finance, and management, This technical assistance is provided on cost-shared basis with the government paying up to 75% of all costs.

Contact: **Mid-Atlantic Trade Adjustment Assistance Center**
486 Norristown Road, Suite 130
Blue Bell, PA 19422
610-825-7819

U.S. Food and Drug Administration (FDA)

U.S. Department of Health and Human Services

The FDA provides consultation to small businesses subject to its regulations. Businesses regulated by the FDA include manufacturers and distributors of foods, drugs, cosmetics, medical devices, radiological health, biologics, and veterinary drugs involved in wholesale interstate commerce.

Contact: **Regional Office of the Food and Drug Administration**
Room 900, U.S. Customhouse
Second and Chestnut Streets
Philadelphia, PA 19106
215-597-4390

U.S. Small Business Administration (SBA)

The U.S. Small Business Administration is an independent federal agency created to assist and counsel small businesses. The SBA acts as an advocate for small business and also provides prospective, new, and established businesses with financial assistance, management counseling, and training. The SBA also helps secure and direct federal government procurement contracts for small business.

The SBA Office of Advocacy provides information and referral service to small business owners who may have questions or problems relating to the federal government. Information is available on SBA programs, other federal agencies, patent/trademark procedures, bidding on federal contracts and export trade assistance. For more information about SBA business development programs and services, call the SBA Small Business Answer Desk or the office nearest you.

Contact: **U.S. Small Business Administration Answer Desk**
409 Third Street, S.W.
Washington, DC 20416
800-827-5722

RESOURCES

SBA Region III Offices:

Philadelphia
Small Business Administration,
District Office
475 Allendale Road
Suite 201
King of Prussia, PA 19406
610-962-3800

Harrisburg
Small Business Administration,
Branch Office
100 Chestnut Street, Room 309
Harrisburg, PA 17101
717-782-3840

Pittsburgh
Small Business Administration,
District Office
Convention Tower, 5th Floor
960 Penn Avenue
Pittsburgh, PA 15222
412-644-2780

Wilkes-Barre
Small Business Administration,
Branch Office
Penn Place, Room 2327
20 North Pennsylvania Avenue
Wilkes-Barre, PA 18701
717-826-6497

Urban Redevelopment Authority of Pittsburgh

The Urban Redevelopment Authority (URA) of Pittsburgh is responsible for growth and development in the city of Pittsburgh. Through its Center for Business Assistance, the Department provides a central point of contact in offering comprehensive assistance in business and real estate financing.

Contact: **Urban Redevelopment Authority of Pittsburgh**
200 Ross Street
Pittsburgh, PA 15219
412-255-6551

Wharton Export Network (WEN)

The Wharton Export Network (WEN) assists firms throughout Pennsylvania with the development of foreign markets for their products and services. WEN draws on and coordinates the resources of the Wharton School, federal, state and local government offices, the economic development community, and relevant private agencies, as well as leading international business experts.

Contact: **Wharton Export Network**
The Wharton School
University of Pennsylvania
Vance Hall, Suite 419
3733 Spruce Street
Philadelphia, PA 19104-6357
215-898-4189